DOCUMENT RESUME

ED 118 987 95 CE 006 570

TITLE	A Coordinated and Comprehensive School-Based Career Placement Model: Volume III of a Research Project to Develop a Coordinated Comprehensive Placement System.
INSTITUTION	Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Nov 75
NOTE	115p.; For related documents, see CE 006 568-569
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS	Career Planning; *College Placement; Comprehensive Programs; Guidance Services; *Job Placement; Models; *Post Secondary Education; *Secondary Education; Vocational Counseling; *Vocational Development
IDENTIFIERS	Wisconsin

ABSTRACT

Volume 3 presents a descriptive outline of the Wisconsin school-based career placement model. The two major objectives for the model are: (1) to maximize the individual student's competencies for independent career functioning and (2) to maximize the availability of career placement options. For orderly transition, each student must receive the services to: formulate a unique career identity, develop appropriate career planning strategies, prepare for entry into a cluster of occupational options, utilize alternative educational/occupational/community resources for career planning, and re-evaluate and/or change career pathways. Implementation procedures are outlined as: (1) identifying the potential users, (2) specifying behavioral competencies for career placements, (3) assessing students for competencies and needs, (4) surveying the community and school for existing resources, (5) establishing priorities, (6) determining the services and personnel to meet the sub-objectives, (7) assigning responsibilities for specific programs, (8) evaluating sub-objectives and implementing revisions, (9) evaluating overall program through follow-up, and (10) evaluating the program in relation to major school goals. Various techniques helpful in implementing the procedures also are suggested. Appendixes contain supplementary information and a listing of materials and resources for placement program development. (EA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED118987

A COORDINATED AND COMPREHENSIVE
SCHOOL-BASED
CAREER PLACEMENT MODEL

VOLUME III OF A RESEARCH PROJECT
TO DEVELOP A COORDINATED
COMPREHENSIVE PLACEMENT SYSTEM

Susan J. Kosmo, Research Specialist
Wayne A. Hammerstrom, Research Specialist
Richard D. Boss, Project Associate
John D. Hartz, Project Associate

MERLE E. STRONG, PROJECT DIRECTOR

CENTER FOR STUDIES IN VOCATIONAL
AND TECHNICAL EDUCATION

Merle Strong, Center Director
Roger Lambert,
Associate Center Director

November 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The research reported herein was performed pursuant to a grant from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinion stated do not, therefore, necessarily represent official U.S. Office of Education position or policy.

PREFACE

"A Review and Synthesis of Job Placement Literature" was conducted as the first phase in the formulation of the Career Placement Model. This review contained information relevant to the field of placement as well as related materials concerning counseling, career development, and training. It contained a review of the historical antecedents of contemporary placement activities as well as a description of the current contributions made by family members, governmental agencies, and educational institutions to the career placement of youth. The placement needs of youth, in general, and specific subgroups are also discussed at length. Conclusions drawn from this literature review have, in part, served as the basis of the theoretical development of the model presented in this report.

The second cornerstone used in the development of the model was a "Survey and Analysis of Career Placement Activities." A survey was conducted in three Wisconsin population regions as to existing resources and services available. Users and providers of placement services were asked to evaluate the contribution of these resources and services from a career development perspective. They were also asked to indicate the major barriers to placement encountered by those seeking suitable career placement. The user population canvassed included current and former students from 15 high schools and three post-secondary vocational-technical institutes. Special attention was given to the effects of the following variables on the career placement process: sex, academic standing, race, age, class size, post-secondary activities, and marital status. The providers who responded to the survey represented a cross section of those involved with all aspects of the career guidance of students. They included teachers, counselors, and placement personnel.

The information gained from both the literature survey and the current career activities survey has been used as the basis for model development. This information suggested that the model developed be student-centered. While supporting the need for increased responsibility on the part of the school for career guidance and occupational preparation, students and providers agreed that students should maintain responsibility for their unique career destiny. In other words, the placement delivery system developed for a school should promote individual career progress, but not dictate the manner in which the progress becomes manifest.

Although the conclusions of the two previous reports are interspersed where appropriate throughout this volume, those interested in implementing the Career Placement Delivery System are urged to further acquaint themselves with the two previous volumes.

Merle E. Strong
Center Director

FOREWORD

A commitment to meeting the career placement needs of all students is becoming an important concern in American education. No longer can educators ignore the interlocking relationship between education and career options. Recognition of this relationship has led to an endorsement of Career Education as the unifying focus for the school's activities. Through Career Education, schools assume responsibility for the career preparation of *all* students. The post-school placements obtained by students, therefore, have been suggested to be a test of the effectiveness of this preparation.

Placement services provided to, and needed by, students are varied and many. In essence, however, the commonality shared by these services is their "translation" nature. Through these services a student *translates* his or her unique career identity into the reality of *progress* along a career pathway. The student relates previous educational and occupational experiences to "real" world career options. The school's success in the preparation of its students, therefore, is measured by the students' success in subsequent activities. Correspondingly, placement services not only perform a translating function with individual students, but also an evaluation mechanism for the schools.

In summary, schools have a responsibility for meeting the placement needs of their students. This necessary goal of American education is explicitly formulated in the literature and fundamental to our way of life. The "American Dream" is a concept which implies that all children can ultimately find fulfillment in their career choice. In the final analysis placement is the ultimate test of a school's commitment to its students.

Advisory Committee

Lorran Celley, Consultant-Student Services, Wisconsin Board of Vocational Technical and Adult Education, Madison
Ruel Falk, Director, Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison
Michael Greenhalgh, Employment Interviewer, Oscar Mayer & Company, Madison
Hugh Kelly, Director of Manpower Utilization, Employment Security Division, Department of Industry, Labor and Human Relations, Madison
Charles LePard, Program Coordinator, Office of Undergraduate Orientation, University of Wisconsin, Madison
Everett Marg, Local Vocational Education Coordinator, Oshkosh Area Public Schools, Oshkosh
Lennart Nyberg, President, Dunhill Personnel of Dane County, Madison
Joseph Pellegrin, Superintendent, Oshkosh Public Schools, Oshkosh
Harold Polzer, Personnel Manager, Oscar Mayer & Company, Madison
Charles Pulvino, Professor, Department of Counseling and Guidance, University of Wisconsin, Madison
Terry Seifert, Job Placement Director, Oshkosh Area Public Schools, Oshkosh
Donald Snyder, Program Specialist, Division of Vocational Rehabilitation, Department of Health and Social Services, Madison
John Stroebel, Administrator, Student Services, Southwest Wisconsin Vocational, Technical and Adult Education District, Fennimore
Barbara Thompson, State Superintendent, Wisconsin Department of Public Instruction, Madison

Jury of Experts

Lillian Buckingham, Department Head, Placement Service, Baltimore Public Schools, Baltimore
Lorran Celley, Consultant, Student Services, Wisconsin Board of Vocational, Technical and Adult Education, Madison
Edwin Kehl, Assistant Administrator, Field Operations, Wisconsin Department of Industry, Labor and Human Relations, Madison
Gordon MacMahon, Professor, School of Education, University of Michigan, Ann Arbor
Philip Perrone, Professor, Department of Counseling and Guidance, University of Wisconsin, Madison
Donald Severson, Consultant, Vocational Guidance and Counseling Services, Wisconsin Department of Public Instruction, Madison
David Tiedeman, Professor, School of Education, Northern Illinois University, DeKalb
John Walsh, President-Treasurer, Dunwoody Industrial Institute, Minneapolis

TABLE OF CONTENTS

Page

Preface iii
Foreword v
Acknowledgments vi
List of Figures ix

PART I--FOUNDATIONS OF THE CAREER PLACEMENT DELIVERY SYSTEM

Conceptual Focus of the Career Placement Model 1
Parameters of the Career Placement Delivery System 4
    Coordination of Placement Resources 7
    The Comprehensive Service Component of the Career Placement Delivery System 7
    Student-Centered Placements 12
    Universality of the Model 18
    Flexibility of the Model 21
    Dynamic Nature of Model 22
Summary 25

PART II--GUIDELINES FOR INSTALLATION OF THE CAREER PLACEMENT DELIVERY SYSTEM (CPDS)

Assignment of Responsibility for Model Implementation 29
Enlisting the Support of School Personnel 32
Enlisting Community Support 36
    Community Meetings 36
    Parental Support and Participation 37
    Community Resource Survey 39
    Linkages with Other Agencies and Resources 43
Selection and Implementation of Program Objectives 52
The Career Center 66
Evaluation of the Career Placement Delivery System 68
Summary 69

Bibliography 71

Appendix A--Wisconsin "Individualized Rehabilitation Program" Form . A-1

Appendix B--Useful Resources and Materials

    Wisconsin Occupational Information System B-1
    Employability Skills B-4
    Sources of Placement Program Development B-6
    Related Resource Materials B-9
    Additional Resource Materials B-24

LIST OF FIGURES

Figure	Title	Page
1	A School-Based Career Placement Delivery System	5
2	Relationship of Career Placement Model to Presently Existing School Resources	8
3	Relationship of the Career Placement Model to Non-School Resources	9
4	Relationship of the Scope of Services Provided to the Career Placement Delivery System and User Needs	13
5	Interrelationship of User Needs, Services Provided and Personnel Recruited in the Career Placement Delivery System .	14
6	Relationship of Placement Component to User Needs	16
7	Coordination and Comprehensiveness of the Career Placement Model	19
8	Relationship of Composite User Needs to Career Placement Model Operation	23
9	Relationship of Individual User Needs to Career Placement Model Operation	24
10	Procedural Model for Implementation of School-Based Career Placement Delivery System	27
11	Community Resource Survey	41
12	Individualized Career Progress Record	62
13	Diagram of Proposed Career Center	67

PART I
FOUNDATIONS OF THE CAREER PLACEMENT DELIVERY SYSTEM

Conceptual Focus of the Career Placement Model

Until recent years several factors have hindered the development of a comprehensive placement model for secondary schools and post-secondary schools granting less than a baccalaureate degree. These factors include:

1. A preoccupation with a job placement *versus* educational placement orientation.
2. An orientation to placement as a discrete event rather than as a transitional and continuing process.
3. The preoccupation of educators with theoretical arguments concerning the "purpose" of education rather than recognition of its "empirical responsibility" to consumers of education.

Although the basic dimensions of each of these issues have been debated periodically since the industrial revolution, the current technological revolution has brought renewed interest and direction to the arguments.

As Silberman (1971) has noted, many influential educators have abandoned the attempt to define theoretical purposes for education (p. 6). Although he has acknowledged this position, Silberman proceeds to offer several purposes for education. No doubt, countless numbers of educators will continue to debate educational purpose; however, a new orientation is being embraced by others. They recognize that an individual's educational experiences are intimately related to subsequent opportunities. The argument proceeds that educators must recognize this relationship and accept the implied responsibility it entails. The effect of educational practices on career opportunities has been described from a gatekeeping perspective:

> Whether spurious or real, the effects are substantially the same: at the very least, a high school diploma, now increasingly a junior college certificate or college diploma, is becoming the prerequisite to a decent job. Thus, education is becoming the gateway to the middle and upper reaches of society, which means that the schools and colleges thereby become the gatekeepers of society. (Silberman, 1971, p. 69)

> At various points in people's lives, decisions affecting social mobility are made. The decisions usually are made jointly: individuals may exercise some degree of choice over their own future, but given a scarcity of positions in some areas of society, their qualifications are usually evaluated by others who decide whether or not they can do what they wish. This decision-making process is known as gatekeeping. The people who tend the gates are often professionals with experience and credentials in the fields they monitor. They are found in schools, colleges, employment agencies and personnel offices of business and government.
> (Erickson, 1975, p. 45)

This argument has been central to the emergence of Career Education. Although the links between educational experiences and career opportunities have long been acknowledged, the Career Education movement has suggested that schools be held accountable for the subsequent placement opportunities available to their students (Marland, 1972).

Prior to the career education movement, placement accountability had been accepted by schools to some degree. This accountability was dichotomized in terms of educational placements and job placements. Vocational educators examined the job placements obtained by graduates of vocational education programs. The relationship of these placements to the training students received was offered as a measure of program effectiveness (Kaufman, et al., 1967; Lehrmann, 1973). Secondary schools tended to equate their effectiveness with the percentage of graduates who pursued further education. Perrone and Lins (1970), however, have suggested that students' plans for further education bore little relationship to the outcome of such education, but instead were merely decisions as to which school to attend (p. x). The commitment of secondary schools to college preparation could also be inferred from their curricular offerings. It is doubtful that a secondary school exists which does not offer the courses necessary for college entrance. In fact one of the major concerns in the development of alternative schools has been the willingness of colleges to accept graduates of such programs (Silberman, 1971).

In the Career Education concept, however, the needs of all students, not merely the college-bound or vocational education student, must be met. Apparently, in an attempt to answer this dictate, several school systems have developed "job placement" programs. Students who do not intend to pursue continued education are isolated and offered job placement assistance. Unfortunately this approach seems to be short-sighted and suffers from the same potential pitfalls as the educational placement focus adopted in the past. A job placement orientation is subject to the same "tabulating-of-numbers" trap that has plagued educational placement orientations. Furthermore, it also fails to recognize the interrelationship between educational and employment experiences which is the foundation of Career Education. Such dichotomizing of educational and job placement services needs to be abandoned in favor of a career placement orientation. Placement also needs to be perceived as the continuation along a pathway, i.e. as a transitional and developmental process, not merely as a discrete event.

As Spradley (1973) has observed, a career represents "progress along a pathway, not arrival at a destination." As such it is a continuous lifelong process in which educational and occupational decisions interact in the career process. Decisions to embark on continued education are not accepted, per se, but challenged for their occupational ramifications. Similarly, occupational experiences are not divorced from the education system, but rather central to its responsibility. Inherent in these concepts is the necessity of an educational structure which allows for periodic exit and reentrance. Although superficially such a structure may seem reminiscent of the early educational patterns, i.e., the alternating of educational and occupational experiences during the nineteenth century, there is a major difference. Educational and occupational roles were divorced from each other in the nineteenth century. Under a career development orientation, both roles are recognized as interrelated and activities in both the classroom and the work setting are both educational and occupational. In fact, any dichotomy between the educational realm and occupational realm is meaningless from a career development perspective.

Not only must an educational framework exist which equips students with the skills necessary to pursue a variety of career pathways, but a mechanism must exist to assist students in selecting among the various pathways. This mechanism can be termed career guidance. Through career guidance, the individual learns to relate personal characteristics and goals to educational and occupational options as he or she progresses along a career pathway. Pritchard (1962) has discussed the importance of "choosing" rather than "choice" in the following remarks:

> The perspective must shift from "the life-long choice," to the long term "process of choosing." Occupational exploration must abandon the assumed and implied goal of once-and-for-all "matching" of static man and static job. It must help the individual to become aware that he and occupations have been and will continue changing and "choosing." It must help him to learn that change to some extent can be actively guided and utilized in his own interest. (p. 676)

Career pathways represent lifelong schemes in which educational, occupational, and social activities, roles, experiences and decisions interrelate. As such, all placements are perceived as *transitional* and evaluations of such placements are made in terms of their future implications. In other words, an individual's current career placement is evaluated in terms of its congruence with the career pathway selected by the individual as well as its effect on future potential options.

A career orientation was also selected because it seemed to allow for greater self-determination and self-appraisal. An individual formulates a unique career identity which may relate to his occupational status or current employment, but is not necessarily synonymous with either. For example, two different people may be employed in the same job. For one, it may be a career; for the other, it may represent a means of livelihood necessary to pursue a distinct career. Many women and men combine an occupational role with a homemaker role, yet each has a unique career perspective. Some of these people perceive their employment as primarily a means of providing income to the household, and in this sense compatible with the career role of "homemaker." Others may perceive homemaking responsibilities as unrelated to career activities, while yet another group may perceive homemaking activities as a means of acquiring training for subsequent occupational roles. A person's current employment status may be perceived as a phase of career preparation or implementation or as divorced from the individual's career pathway. Correspondingly, unemployment is not synonymous with lack of a career. A person's status, along a career pathway, can only be evaluated by the individual. It is in terms of his or her unique career identity that an individual evaluates current activities.

Because of this orientation, the following theoretical assumptions have underlined the development of the Career Placement Model:

1. All placements are transitional.
2. The contribution of a particular placement to an individual's career can only be evaluated by the individual.

3. The terms job placement and educational placement are obsolete and need to be supplanted by a career placement orientation.
4. A career placement model should maximize the command an individual can exert over his/her career identity.

Parameters of the Career Placement Delivery System

The Career Placement Delivery System (CPDS) developed for use in secondary schools and post-secondary institutions granting less than a baccalaureate degree is presented in Figure 1. It is designed to ensure that each student accomplishes an orderly transition from one institutional setting to the next student-desired level of career preparation, procurement, or advancement. The transitions can be illustrated by the following paradigm:

$$\boxed{\begin{array}{l}\text{Career}\\ \text{Pathway}\end{array}} = f\left(\begin{array}{l}\text{Job and}\\ \text{Educational}\\ \text{Opportunities}\\ \text{Available}\end{array}\right)\left(\begin{array}{l}\text{Occupational/}\\ \text{Educational}\\ \text{Background}\end{array}\right)\left(\begin{array}{l}\text{Guidance}\\ \text{Services}\\ \text{Received}\end{array}\right)$$

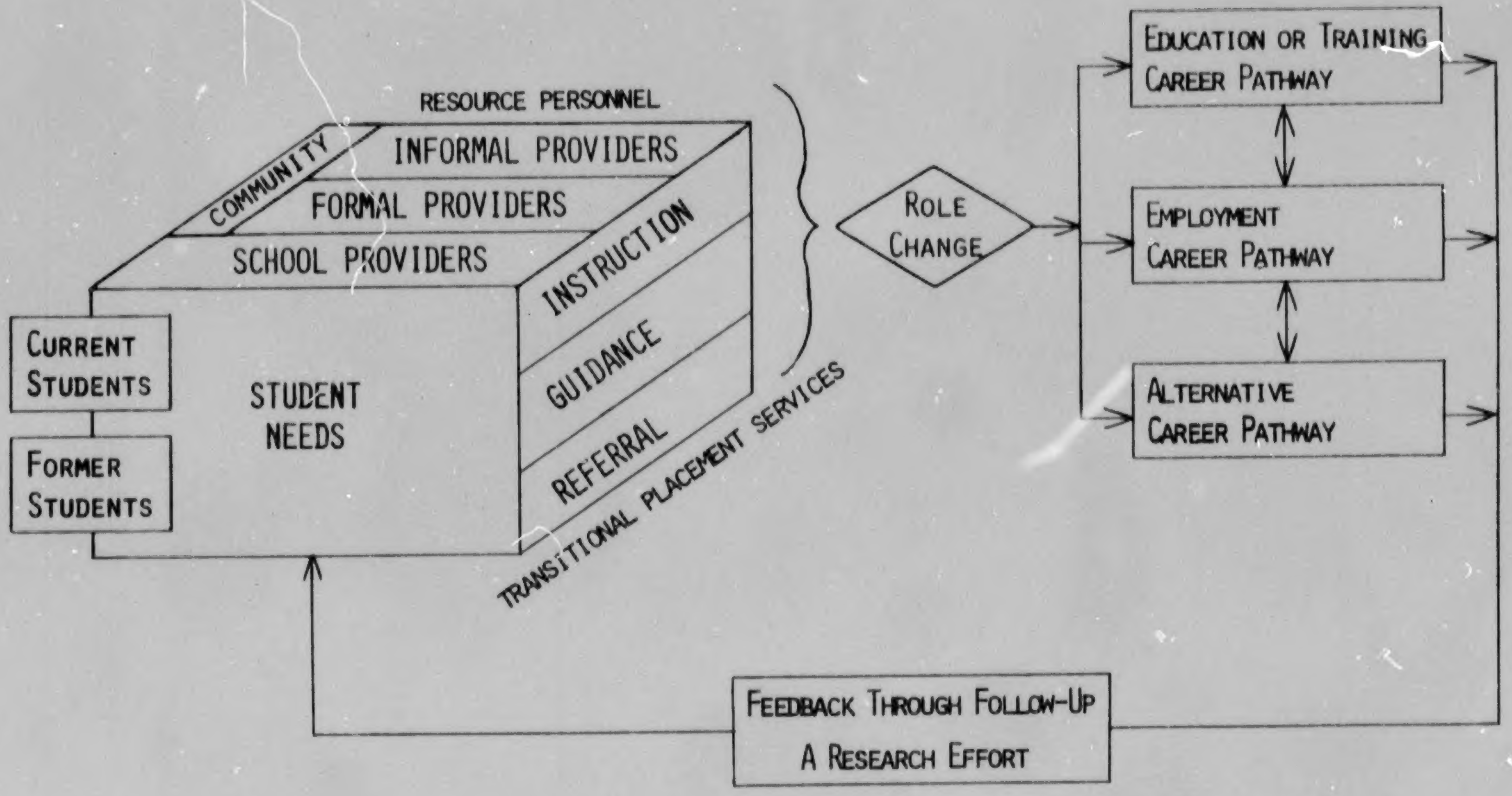
The career pathway selected by an individual is viewed as being determined by the job and educational opportunities made available. The individual's socioeconomic status, sex, and race as well as economic conditions in his home community all affect the availability of various career placements. The placement "contacts" the individual possesses also affect this availability variable. A student's career placement is also related to the instructional content of his educational background. In some educational programs, e.g. vocational education, the student receives training in entry level occupational skills as opposed to the traditional general educational offerings. On the college level, the analogy may be made between an engineering program and a liberal arts program. Educational background, in this context, therefore is not merely evaluated as number of years in school, but rather includes the relevancy of the instructional content to occupational demands. The third factor involves the guidance services a student has received and includes those activities which help a student select and implement a career. The literature reviewed in conjunction with the model development as well as the results of the survey of current placement practices supported the veracity of the paradigm.

Because the career pathways available to students are affected by both the personal characteristics of the students and environmental options, the following objectives are suggested for the CPDS:

1. To provide the necessary instructional and guidance services to ensure that each student:
   a. Has formulated a career identity as an integral component of the self-concept
   b. Can determine and develop appropriate career planning strategies
   c. Possesses the necessary preparation and experience for entry into or progression within several career pathways
   d. Can utilize alternative educational, occupational, or community resources for the implementation of career plans

Figure 1

A SCHOOL-BASED
CAREER PLACEMENT DELIVERY SYSTEM


RESOURCE PERSONNEL
COMMUNITY
INFORMAL PROVIDERS
FORMAL PROVIDERS
SCHOOL PROVIDERS
INSTRUCTION
GUIDANCE
REFERRAL
TRANSITIONAL PLACEMENT SERVICES
CURRENT STUDENTS
FORMER STUDENTS
STUDENT NEEDS
ROLE CHANGE
EDUCATION OR TRAINING CAREER PATHWAY
EMPLOYMENT CAREER PATHWAY
ALTERNATIVE CAREER PATHWAY
FEEDBACK THROUGH FOLLOW-UP
A RESEARCH EFFORT

e. Can critically re-evaluate and/or change career pathways

2. To increase the career placement options available to students through environmental intervention

Students' needs form the core of the CPDS (Figure 1). Based on the assessment of these needs, a mix of services and resource personnel are selected to assist students in realizing their transitional placement needs. Community as well as school personnel are enlisted to provide instructional, guidance, and referral services.

Student needs are assessed in terms of the role requirements of various career pathways. By definition, a student will experience a role change when he or she is no longer enrolled in the previous institutional setting. The various pathways subsequently available to students each possess certain entry requirements. If the transition of students into these various pathways is to be eased, the personnel involved in the Career Placement Delivery System need to be aware of the requirements. There appear to be three major career pathways available to students:

1. Formal education or training to meet the entry level or advancement qualifications in a selected career area.
2. Paid employment in the selected career area.
3. Informal career pathways, e.g. self-study, travel, voluntary work, etc.

A student may pursue more than one pathway in realizing his goals. For example, a student who desires a career in veterinary medicine or research may combine college level training with employment on an experimental farm. This student will have the benefit of both relevant training and experience when seeking career entry as a veterinarian. Enlistment in the military presents an example of the importance of the individual's assessment of the meaning of a given career pathway. For some individuals, a military experience is perceived as employment in an area of career interest, while for others it may be the means for acquiring the training needed for entry into or advancement in a distinct career area, such as electronics or mechanics. The term pathway implies progress toward a prescribed goal. To select appropriate pathways students will need to know the outcomes of these various pathways and the requirements of each.

Certain prerequisite characteristics must exist for a Career Placement Delivery System designed to assist students prepare for, select, and embark upon their desired career pathway. The transitional placement needs of students require a system which is:

1. Coordinated in terms of the involvement of various resource personnel.
2. Comprehensive in terms of the scope of the instructional and guidance services available.
3. Student-centered in terms of its placement component.
4. Universal in terms of the students served.
5. Flexible in terms of its translatability to various school settings and various school populations.
6. Dynamic in terms of its ability to incorporate feedback information for improvement.

Coordination of placement resources. Despite the fact that many potential sources of assistance are available to students in career planning, preparation, and placement, the typical student tends to rely primarily on family members and friends in securing job placements and on family members, friends, and school counselors in securing educational placement. The second factor impinging on the students' ability to secure suitable placement is the apparently small use of the referral system by school personnel. Not only do school personnel seem to show a tendency to work in isolation in meeting students' placement needs, but the school seems to virtually "close its doors" in terms of the services it provides former students (Strong, et al., 1975b).

Such observations suggest that if each student's placement needs are to be met, the career placement model must involve a synthesis of presently existing services both within school as well as those operating outside the school's walls. Those operating the Career Placement Delivery System need to be in a position to coordinate the activities of teachers, guidance personnel, librarians, administrators, and support staff to meet the placement needs of the user group being served (Figure 2). They also need to operate an effective referral system to incorporate the services available from formal nonschool placement providers as well as to open lines of effective communication with informal providers (Figure 3). Again the mix of personnel required to meet the placement needs of the user population will vary among school systems as well as for each individual student. Those providing career placement services must be knowledgeable concerning the areas of proficiency of each provider. For example, some parents may be in an excellent position to answer their child's career-related questions while others may find their children selecting career pathways which are totally unfamiliar to them. In other words, no resource per se can be viewed as able to meet all student's needs nor, in turn, can the contribution of any resource be discounted for all students.

The formal placement resources, by definition, provide certain services to select populations. Such resources include the local Job Service office, the Division of Vocational Rehabilitation, private employment agencies, the public and private social services offices. Furthermore, representatives from various colleges, business, and the military may be used selectively by career placement personnel for their appraisal and informational potential.

There also needs to be communication between the school and the "informal" placement network which has been demonstrated to be a major variable affecting students' career plans. Family members, peers, and other community members, often are not included in the career planning which occurs between student and school personnel. The need for their emotional and financial support of a student's plans is obvious; yet if such support is to be garnered, new lines of communication need to be developed between the school and these "informal" providers.

The comprehensive service component of the career placement delivery system. The transitional placements obtained by students are intimately related to the instructional and guidance services students receive. A simple referral of students to job openings or training programs is insufficient in meeting students' placement needs. A considerable number of

Figure 2

RELATIONSHIP OF CAREER PLACEMENT MODEL TO PRESENTLY EXISTING SCHOOL RESOURCES

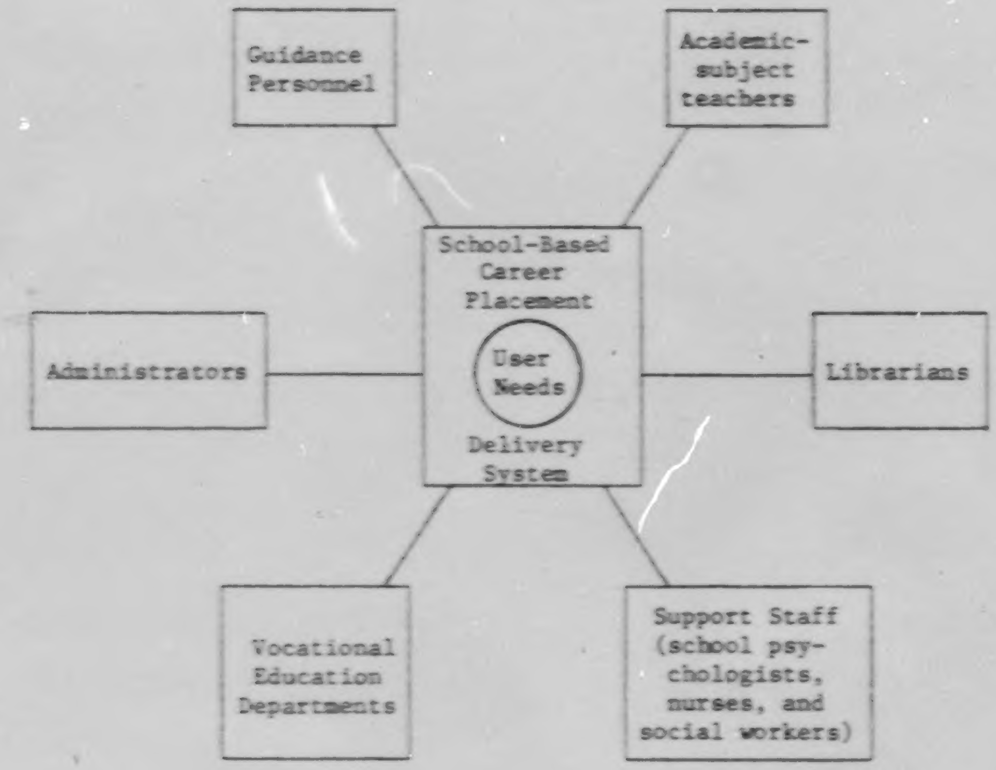
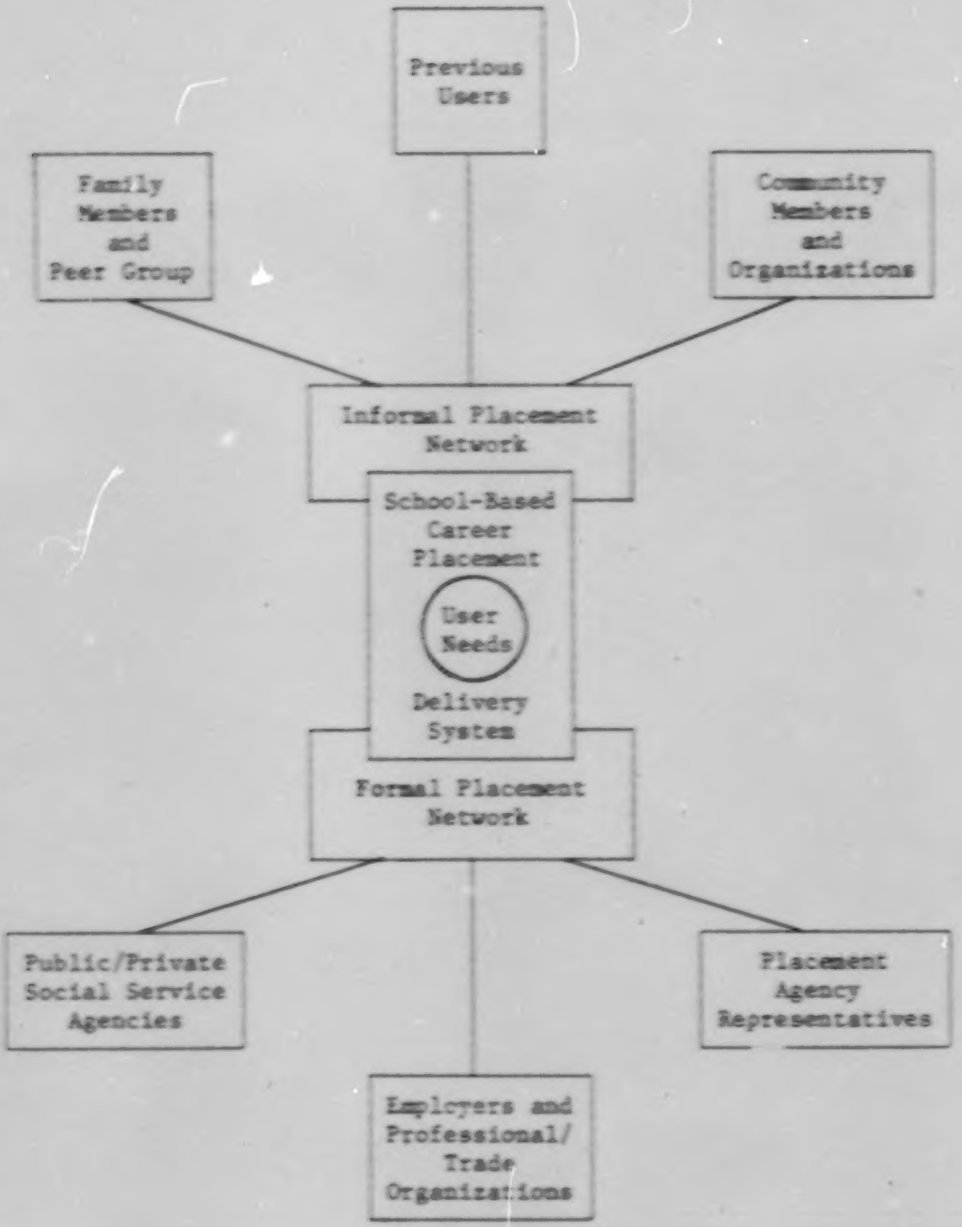

Guidance Personnel
Academic-subject teachers
School-Based Career Placement
User Needs
Delivery System
Administrators
Librarians
Vocational Education Departments
Support Staff (school psychologists, nurses, and social workers)

Figure 3

RELATIONSHIP OF THE CAREER PLACEMENT MODEL TO NON-SCHOOL RESOURCES


Previous Users
Family Members and Peer Group
Community Members and Organizations
Informal Placement Network
School-Based Career Placement
User Needs
Delivery System
Formal Placement Network
Public/Private Social Service Agencies
Placement Agency Representatives
Employers and Professional/ Trade Organizations

students fail to obtain the placements they desire for reasons other than lack of openings. Current and former high school students and vocational-technical institute enrollees were queried as to the obstacles they encountered in obtaining suitable career placements (Strong, et al., 1975b). Their answers, validated by the responses of providers of placement services, suggested that the major roadblocks students encounter in educational placement are selection of a school, meeting entry requirements, financial problems, and need for relocation. In securing suitable occupational placement, the students and providers reported difficulties in selection of job possibilities compatible with capabilities and interests; lack of experience, qualifications, and job openings; and location of sources of job leads and presentation of oneself to an employer. Apparently the basic tools for translating prior experience and personal needs into the reality of a career pathway are not a part of the behavioral repetoire of many students.

A concentration on a referral system alone also fails to promote independence in career planning and placement matters. Since the student will encounter situations throughout life which suggest the need for changing career pathways, the student needs to have maximum independence in placement securing skills. For a variety of reasons, including school policy, the student may be unable to return to the school for placement assistance. Herein perhaps lies the greatest contribution a placement program can make. The effective placement delivery system provides the services necessary for students to exert the maximum control over the transitional placements they obtain. To do so, the delivery system needs a guidance and an instructional component which promotes career independence.

The instructional component necessary to permit placement in the next desired level of career preparation, procurement, or advancement can be divided into three sub-components. In the occupational area, these components can be enumerated as follows:

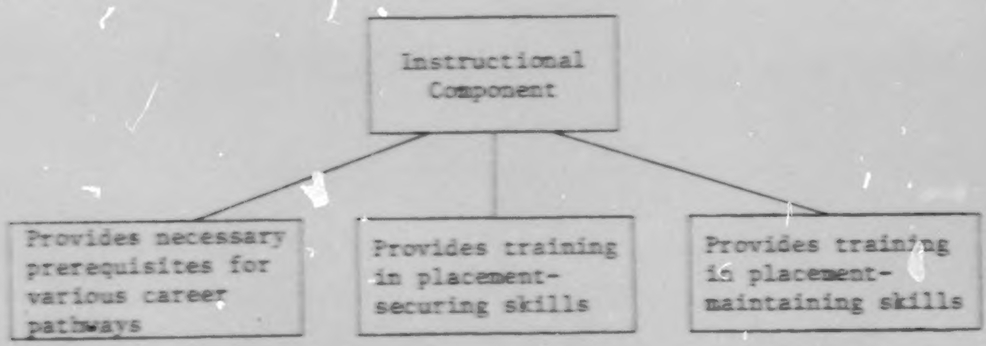
1. Training in the specific skills necessary for entry into a cluster of occupations, i.e. entry level occupational competency.
2. Training in the skills necessary for translating occupational competency into the reality of a job. This includes such skills as completing applications, locating possible job leads, interviewing, etc. For those who elect self-employment, this may involve knowledge of marketing, small business operation, or bookkeeping.
3. Training in the skills necessary for maintaining employment, or training in appropriate work behavior.

Similarly, sub-components can also be defined for the instructional program:

1. Course offerings which reflect the requirements for entry into continuing educational programs.
2. Training in the skills necessary for obtaining additional training or education. Such training includes familiarity with entrance or screening tests, ability to complete application procedures, and appropriate interviewing skills, etc.
3. Training in the skills necessary for maintaining the educational placement, e.g., training in appropriate study habits.

Although for illustration purposes, the instructional components necessary for placement into educational and occupational areas have been dichotomized, there is clearly much overlap. Also, many of the users of the

Career Placement Delivery System will be in the position of pursuing both educational and occupational options simultaneously. For other users, their career paths may involve a progressive pattern of movement between educational and occupational settings. Because of these considerations, in the Career Placement Model the instructional component is conceptualized as threefold:


Instructional Component
Provides necessary prerequisites for various career pathways
Provides training in placement-securing skills
Provides training in placement-maintaining skills

In such a conceptualization, the instructional program available to each student provides for a variety of placement options. Furthermore the instruction each user receives in placement-securing and placement-maintaining skills needs to be broad enough to allow the user to pursue further training and employment options.

The guidance services received are also perceived as determinants of career placement. The definition of guidance preferred by Sinick (1970) offers the most utility for the development of the Career Placement Model. This definition considers guidance to be:

> That inseparable part of the educational process that is peculiarly concerned with helping individuals discover their needs, assess their potentialities, develop their life purposes, formulate plans of action in the service of these purposes, and proceed to their realization. (p. 1)

Such a definition implies that a broad scope of guidance activities are needed if an individual's career guidance needs are to be met. These guidance services include:

1. Outreach and orientation services to those who may be reluctant to seek assistance, or unaware of the services available, or perhaps unaware of their individual need for such services.
2. Appraisal services designed to assist the individual in the assessment of his/her interests, aptitudes, personality characteristics, and skills as they relate to potential careers.
3. Informational services designed to provide the necessary educational and occupational information users need in the selection of career pathways.
4. Counseling services designed to promote the development and acceptance of a self-directed career identity. The need for career counseling services may become apparent for a wide variety of reasons including such symptoms as evidence of a lack of direction in career planning, a fatalistic attitude toward career options, or a disparity between career progress and self-concept.

5. Planning services designed to assist the individual in acquiring sound decision-making skills and the procedures involved in the development of career plans.

6. Program selection services designed to assist the student in the selection of course offerings, work experiences, extracurricular activities and employment opportunities compatible with his/her developing career pathway plan.

7. Follow-through services designed to evaluate the individual's program in terms of his/her career needs.

The relationship of these comprehensive services to the Career Placement Delivery System and to student needs is illustrated in Figure 4. Student needs are defined as central in determining the mix of services which will be essential in the implementation of the Career Placement Delivery System. Although this system is designed to be school-based, such a statement does not imply that all the necessary services will be provided by school personnel. Many of the services needed by students may be available from the nonschool personnel mentioned in the previous section. However, those responsible for the operation of the Career Placement Delivery System within the school are perceived as coordinating the resources of the school with those of outside agencies and personnel such that the needs of individual users can be met within the bounds of the overall objectives. All users will not necessarily need all services, but rather each user's service needs may be different. In the same sense, all students will not need the services of all provider groups. In other words, the mix of services needed and providers utilized will vary from student to student. The relationship of services, providers, and user needs is illustrated in Figure 5.

Student-centered placements. The term "placement" in a school setting can refer to two different activities. It can refer to placement into various educational or vocational activities as part of the school program, such as a work placement as part of a distributive education program or placement into a specific course offering or class. Such "placements" are referred to in the Career Placement Model as program selection activities. Placement may also refer to the activity or program a former student embarks upon after leaving the school setting. For the sake of clarity in this section, these latter placements shall be referred to as "transitional" placements.

The transitional placements obtained by former students should reflect their selected career goals and pathways. The development of a career plan by each student, therefore, is an essential prerequisite to pursuing transitional placements. The students' plans provide direction for the actual placement activities pursued by the school. To use an extreme example, if only a small minority of students plan to pursue a four-year college program after completing high school, the advisability of offering a college day for all students is questionable. Because these students' needs must be met, perhaps a more efficient technique would be a series of visits by various college representatives for individual interviews with the students. A converse situation would arise in a school where the majority of seniors may plan on entering a university program after graduation. In such a situation, individual interview procedures would

Figure 4

RELATIONSHIP OF THE SCOPE OF SERVICES PROVIDED TO THE CAREER PLACEMENT DELIVERY SYSTEM AND USER NEEDS

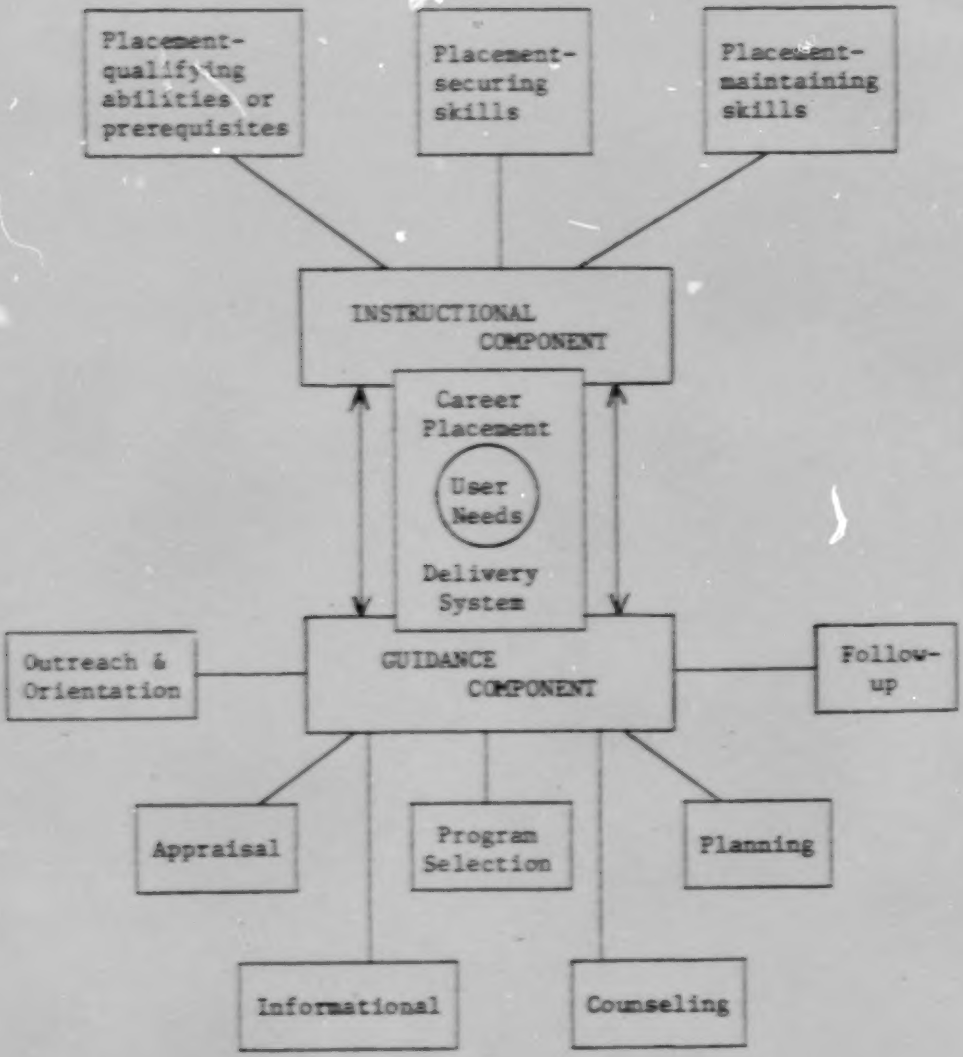
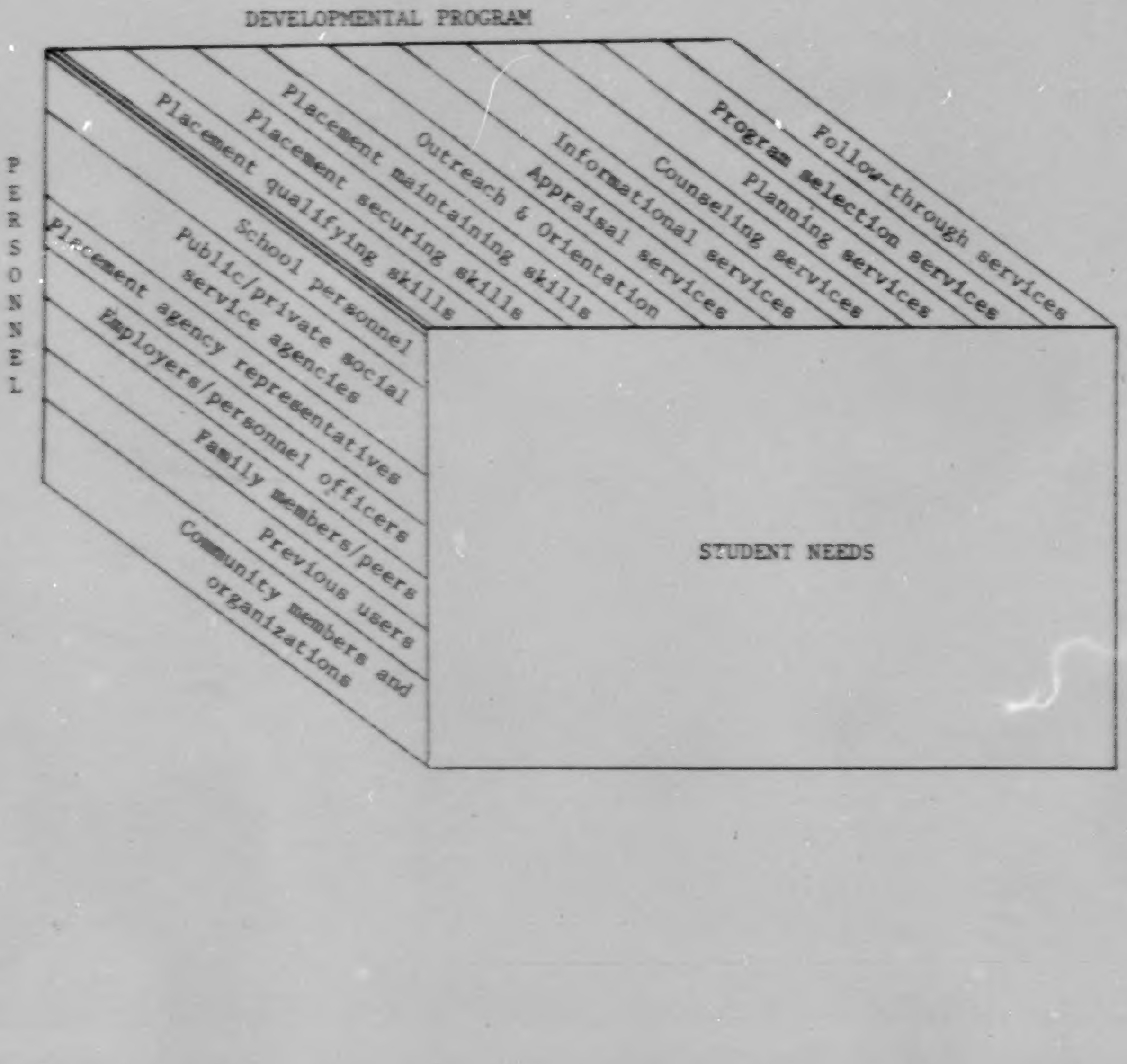

Placement-qualifying abilities or prerequisites
Placement-securing skills
Placement-maintaining skills
INSTRUCTIONAL COMPONENT
Career Placement
User Needs
Delivery System
Outreach & Orientation
GUIDANCE COMPONENT
Follow-up
Appraisal
Program Selection
Planning
Informational
Counseling

Figure 5

INTERRELATIONSHIP OF USER NEEDS, SERVICES PROVIDED AND PERSONNEL RECRUITED IN THE CAREER PLACEMENT DELIVERY SYSTEM


DEVELOPMENTAL PROGRAM
PERSONNEL
Placement qualifying skills
Placement securing skills
Placement maintaining skills
Outreach & Orientation
Appraisal services
Informational services
Counseling services
Planning services
Program selection services
Follow-through services
School personnel
Public/private social service agencies
Placement agency representatives
Employers/personnel officers
Family members/peers
Previous users
Community members and organizations
STUDENT NEEDS

not be feasible, but a college day would be advisable. The school selects the most efficient and effective techniques to meet the pre-determined placement needs of the students.

As mentioned above, placement may also refer to program selection activities as part of the school program. While the transitional placements obtained by students are the measure of the delivery system's overall success, these program placements can be related to the specific sub-objectives for the delivery system. Students may be enrolled in an auto mechanics course to increase the marketability of their skills to provide them with greater occupational information needed in developing their career plans. Such placements are evaluated typically by the degree to which a specific program objective was achieved and are not predicated upon a career plan. Within-school placement activities are evaluated, therefore, in terms of the degree to which they will eventually facilitate transitional placement.

This orientation has a definite effect on the school's placement activities. The school is not in the position to recruit placements per se. Rather placement recruiting and developing efforts are directed at locating specific placements in response to specific students' needs. This is considered to be the referral component of the model and is also intimately related to student needs. This relationship is illustrated in Figure 6. The referral component of the model is divided into three sub-components: placement solicitation, placement development, and provision of ancillary services.

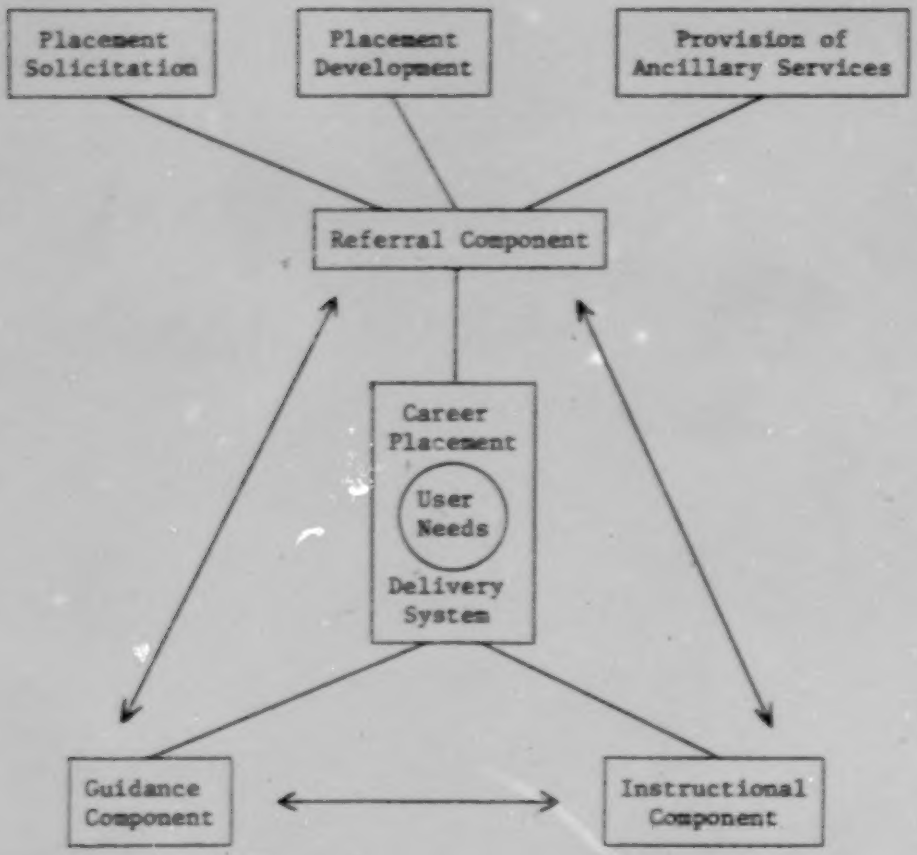
Placement solicitation refers to the direct contact of an employer or training agency for the purpose of securing a particular job or training opportunity for a student. Such solicitation may be performed by personnel within the school or through other existing community resources. Theoretically the actual placement solicitation activities which would be performed by school-related personnel should be minimal. In the first place, one intent of the model is to maximize the independence of individual users in meeting placement needs. This presumably is accomplished through the provision of appropriate instructional and guidance services which eliminate many of the user-related placement barriers. Users are also equipped with the skills for developing informal placement leads and for utilizing the formal placement agencies. The existence of such formal and informal placement resources further suggests a lessening of the need for direct placement solicitation by the school. Because of the coordinated aspect of the model, such resources are perceived as complementary to the school resources. A network of communication between the key resource personnel has been alluded to previously. The degree to which communication and cooperation exists among the various placement providers can be directly related to the amount of job solicitation it will be necessary for the school personnel to perform. While the school's responsibility is not to establish a "labor exchange" in which placements are solicited for the sake of solicitation, the school does retain responsibility for the actual realization of each student's placement needs. Placement solicitation activities, therefore, are a function of:

(a) the degree to which the student has achieved competency in placement-securing skills;

(b) the degree to which the formal and informal placement network operates in a cooperative manner with the school; and

Figure 6

RELATIONSHIP OF PLACEMENT COMPONENT TO USER NEEDS


Placement Solicitation
Placement Development
Provision of Ancillary Services
Referral Component
Career Placement
User Needs
Delivery System
Guidance Component
Instructional Component

(c) the degree to which the student's placement needs can be met by existing resources.

The need for placement development activities arises when the students' needs cannot be met due to a lack of desired placements. Such activities may focus on the individual user. For example, a provider assisting a handicapped student may note that although he can perform duties involved in several related jobs, he is unable to perform all the duties dictated for any particular job. In such a case the provider may suggest that an employer consider creating a new job description which is a composite of the skills this student can perform. Such a situation is not uncommon when an established employee suffers an injury which limits his/her ability to perform all the requirements of the previous job. The employer may allow him to continue performing those tasks he can, adding tasks of other employees as appropriate, and transferring the responsibilities the injured employee can no longer meet to other co-workers. A similar illustration can be made in the area of training. Proficiency in various skilled occupations can often be acquired through a variety of means. For example, a provider may develop an on-the-job training situation for a student who for some reason cannot enter an established training program such as a private or public vocational-technical institute.

Placement development activities may also refer to activities designed to redefine the qualifications necessary for entry into the desired placement. Such activities are directed at broadening the options available to students through the elimination of unnecessary barriers. Employers who require a high school diploma to perform jobs which do not necessitate a high school education are informed of this lack of congruence and how it in turn limits the supply of workers from which he may choose as well as limiting the options available to high school dropouts. Similar arguments can be made (and are being made) for various minority groups, women, and the handicapped. In turn, persons providing placement development services need to be acquainted with existing legislation as well as the actual skills demanded for placement entry if they are to effectively broaden the options available to users.

Placement development also refers to aggressive public relations. The providers of such services advertise the skills of their users to those who control placement entry. They may make use of business advisory committees to acquaint these potential resources with the qualifications of their users as well as to elicit information which might be useful in preparing users for placements in their businesses. They may provide information to post-secondary vocational-technical institutes regarding the skill level of graduates of high school vocational education programs. Placement development in this sense refers to increasing the community's awareness of the already existing related skills of one group of community members.

The third sub-component of referral includes the provision of ancillary services. To implement a placement plan, a particular user may need collateral services, such as financial assistance, legal assistance, medical restoration, day care services, etc. School personnel can refer students to agencies which may meet these needs. To effectively provide such referral services, school personnel must be acquainted with the services available from the various community agencies as well as eligibility requirements and application procedures.

The referral component of the model, therefore, is student-determined. Through this component the student translates previously developed plans and skills into the reality of a transitional placement. The relationship of the referral component to the other components is illustrated in Figure 7. The comprehensive nature of the transitional placement services needed can only be obtained through a coordination of the resources available.

Universality of the model. Student needs have been defined as the central determinant of the Career Placement Delivery System. The system is student-centered, and must in turn provide for the orderly transition of each student from one educational or occupational setting to the next level of career preparation, procurement, or advancement. The first step, therefore, in the development of a Career Placement Delivery System is to define the user population to be served. The literature reviewed and data gathered in attempting to develop the cornerstone for this model suggested that the school should assume the responsibility for the following groups:

1. Those who leave school without completing the required program of study.

2. Students currently enrolled.

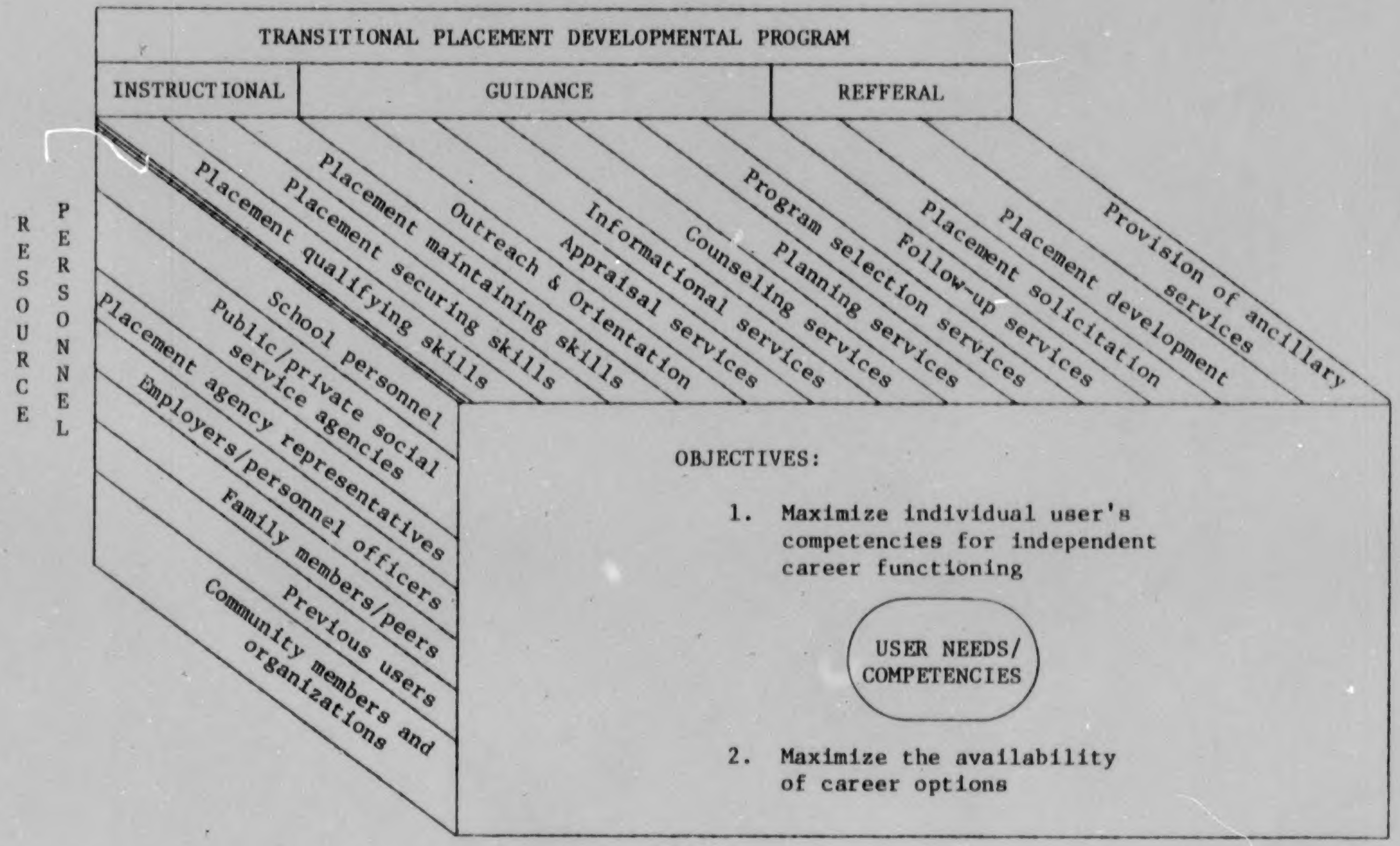
3. Students who have completed the program but request additional placement assistance.

The purpose of the model presumes that the school is responsible for meeting the placement needs of the second group; however the conclusions reported earlier in this study suggest that this responsibility be extended to the other two groups. The literature review contained in Volume I documented the need of many dropouts for immediate referral and placement assistance if a repetition of their history of academic failure is to be avoided in the labor market (Strong, et al., 1975a).

There also appeared to be ample justification for extending the placement assistance to former students. Each student's placement needs may not accommodate a June or January graduation date. Not only may there be a delay in obtaining the desired placement, but a suitable followup time period needs to be allowed to evaluate the satisfactoriness of the placement. Aside from such procedural reasons for extending the time during which placement services are available, there are also some suggestions that the career plans may change as a result of an initial placement experience. For example, many students discontinue further educational plans after exposure to such a pathway. Likewise, many students who are unable to pursue continued education for financial reasons work for a short while and then pursue their educational plans. The responses received from former high school seniors (Strong, et al., 1975b) have suggested that these students expressed greater concern regarding selection of a career pathway than did students who were still in high school. Former students perhaps had a better understanding of the various implications of diverse career decisions. For these reasons, it would appear that a school-based career placement delivery system needs to be extended not only to currently enrolled students, but also to former students and dropouts.

Figure 7

COORDINATION AND COMPREHENSIVENESS OF THE CAREER PLACEMENT MODEL


TRANSITIONAL PLACEMENT DEVELOPMENTAL PROGRAM
INSTRUCTIONAL
GUIDANCE
REFFERAL
Placement qualifying skills
Placement securing skills
Placement maintaining skills
Outreach & Orientation
Appraisal services
Informational services
Counseling services
Planning services
Program selection services
Follow-up services
Placement solicitation
Placement development
Provision of ancillary services
PERSONNEL
RESOURCE
School personnel
Public/private social service agencies
Placement agency representatives
Employers/personnel officers
Family members/peers
Previous users
Community members and organizations
OBJECTIVES:
1. Maximize individual user's competencies for independent career functioning
USER NEEDS/ COMPETENCIES
2. Maximize the availability of career options

A placement service designed to meet the needs of all students also may need to have distinct sub-objectives formulated for particular groups of students. In the development of this model, several subject variables were examined in relationship to career guidance needs. The career guidance needs of each of these subgroups may be summarized as follows:

1. Women users may need increased exposure to a variety of occupational roles, greater placement assistance particularly in job placement, and counseling services to assist them in understanding both the interrelationship between an occupational role and other life roles and the overall impact of occupational role on their futures. Women students may also find contemporary values toward career planning in conflict with those of their parents. Subsequently, there may be a greater need to provide informational and counseling services to the parents of women users.

2. Increased communication between formal providers and parents can also be anticipated as an important objective toward meeting the career placement needs of rural youth. Rural youth have been noted to be particularly affected by information from parents in career-related decisions (Straus, 1964). Preparation for a change in life-style is also an important element in the occupational preparation of many rural youth who will be forced to move to find suitable placement.

3. To meet the needs of the economically disadvantaged user, those providing career placement services may need to increase the services available to such users in the following areas: greater outreach and use of group counseling techniques, increased use of work experience programs of the "earn while you learn" type, and improved dissemination of information on vocational service agencies and local labor market needs. Additionally, economically disadvantaged individuals may need various support services, e.g., day care assistance, legal counsel, training stipends, etc., if their placement needs are to be realized. Many of these support services are available through various public and private agencies; however, the procedures surrounding the obtainment of these services often result in the discouragement of the applicant. Better referral procedures are necessary as well as follow-through contact to assure that the user has in fact obtained the needed service.

4. Greater outreach also needs to be made to the average and below average student. These students tend to receive less assistance from key personnel in career planning and placement. In part, this reflects their failure to seek out such assistance. However, these students also anticipate greater difficulties in securing placement than do their more academically successful peers. Since for many of these students a high school education will be the terminal educational pathway pursued, special attention to the development of saleable entry level skills on the high school level is warranted. For those who leave the high school prior to completion, a referral system to the various government-sponsored occupational training programs needs to be established.

5. College-bound students also express some unmet occupational needs. Although assistance is typically available to such students

> in their home, social, and school environments, it appears that much of this assistance relates to their decision to pursue further education and the choice of a school. Many of these students fail to see the occupational implications of various college programs. Furthermore, they may be unaware of the occupational outlook for their chosen fields when they anticipate completion of the program. An orientation to college as a pathway into work rather than an end in itself may need to be established for many college-bound students. Some college-bound students may also demonstrate a need for adjustmental counseling services. For these students the decision to pursue a college education may represent a means of avoiding, temporarily, the necessity of confronting adult responsibilities. These students may be finding it difficult to leave the "youth culture" reinforced in contemporary secondary institutions.

Although the career placement needs of students have been summarized for particular subgroups, this does not mean that all students by virtue of their status in a specific subgroup will need such services. Rather these summaries are designed to suggest possible areas of concern to which providers of placement services should be sensitive.

To answer these diverse career placement needs and at the same time serve all students, a needs assessment component is crucial to the development of model flexibility.

Flexibility of model. Central to the development of the Career Placement Model has been the user of its services. Student competencies and needs have formed the basis of determining the mix of services and personnel which will be necessary to implement a placement delivery system. Since the needs and competencies of students vary by setting, a flexible delivery system is essential. Crucial to the establishment of such flexibility is the conduct of a local user needs assessment survey and a local resource survey.

The user needs assessment survey should focus on the career developmental status of the user. Such an orientation implies that (a) the behavioral components of career development can be specified, and (b) these components can be measured. National studies of the career behavior of youth as well as the study conducted in the development of this model can be used to specify career-related competencies to be surveyed. In essence these competencies can be summarized as follows:

1. The student is able to formulate "career identities," i.e., a perception of oneself as eventually assuming an occupational role, and can describe the relationship of such a role to other life roles.

2. The student possesses the informational base and skills necessary to develop career plans.

3. The student possesses marketable skills related to a cluster of occupations.

4. The student has the placement-securing skills necessary to implement career plans.

5. The student has the skills necessary to periodically re-evaluate and change career plans.

The specific behavioral manifestations of each of these five areas of competency are discussed in Part II as well as suggestions for assessing these competencies. In essence, the basis of the local needs assessment survey is to determine the developmental status of the users, as a group, in career-related matters. The discrepancies which are demonstrated to exist between current career developmental status and desired career behavior competencies thus forms the basis for determining program objectives for a local school district. For example, a survey of ninth graders may demonstrate a marked deficiency in information regarding occupational options in general or a lack of awareness of the relationship between occupational role and life-style. Such an observation can then be utilized to formulate an objective for next year such as "to increase the career exploration behavior of tenth graders." The objective, in turn, may generate several possible techniques which may be utilized to accomplish such an objective, including field trips, guest speakers, written reports, etc.

The techniques for meeting the objective will to a large measure depend on personnel competencies, staff availability, and the availability and competency of nonschool resources. Because of this, a local resource survey also needs to be performed. Such a survey should ascertain:

1. What career-related services are currently provided both within the school and through other local resources?

2. What services are not currently being provided, but are available based on existing staff and community personnel competencies?

A possible form for a local resource survey appears in Part II.

The composite results of the user needs assessment and local resource survey are the basis for selecting overall program objectives, determining service offerings, assigning staff responsibilities, recruiting outside resources or additional staff, and determining financial allocations. Still, individual student needs must be met. Returning to the previous example, whereas the needs survey may result in the development of a series of field trips for tenth graders, an eleventh grader who is found to have the need to participate in these trips may also be included. Although the two surveys may determine the scope of the program, the actual provision of services is accomplished on an individual user basis. The flexibility component of the CPDS for program planning and individual student planning is illustrated in Figures 8 and 9.

Dynamic nature of model. The Career Placement Model must also be dynamic, i.e., there must be a mechanism for incorporating feedback information for improvement. Such a demand again will be heavily reliant on the development of behavioral objectives for students. Since program objectives and selection of developmental programs are generated on the basis of user competencies and needs, the success of the program's techniques that are provided can be measured on the basis of a change in user competency. For example, if interest tests are administered for the purpose of increasing the occupational options under consideration, students should be asked to list the options they considered both prior to and after testing. This follow-through aspect of the model allows

Figure 8

RELATIONSHIP OF COMPOSITE USER NEEDS TO CAREER PLACEMENT MODEL OPERATION

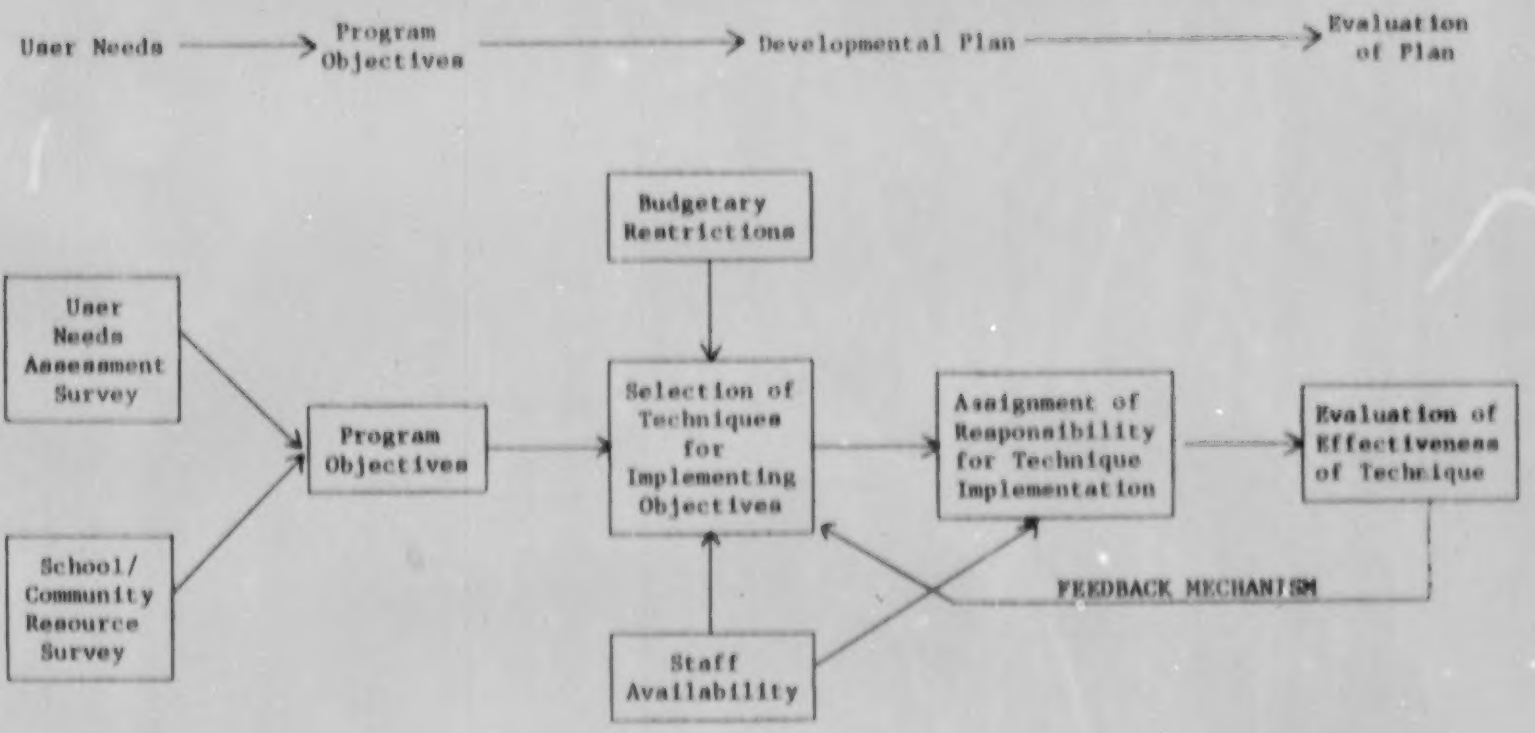
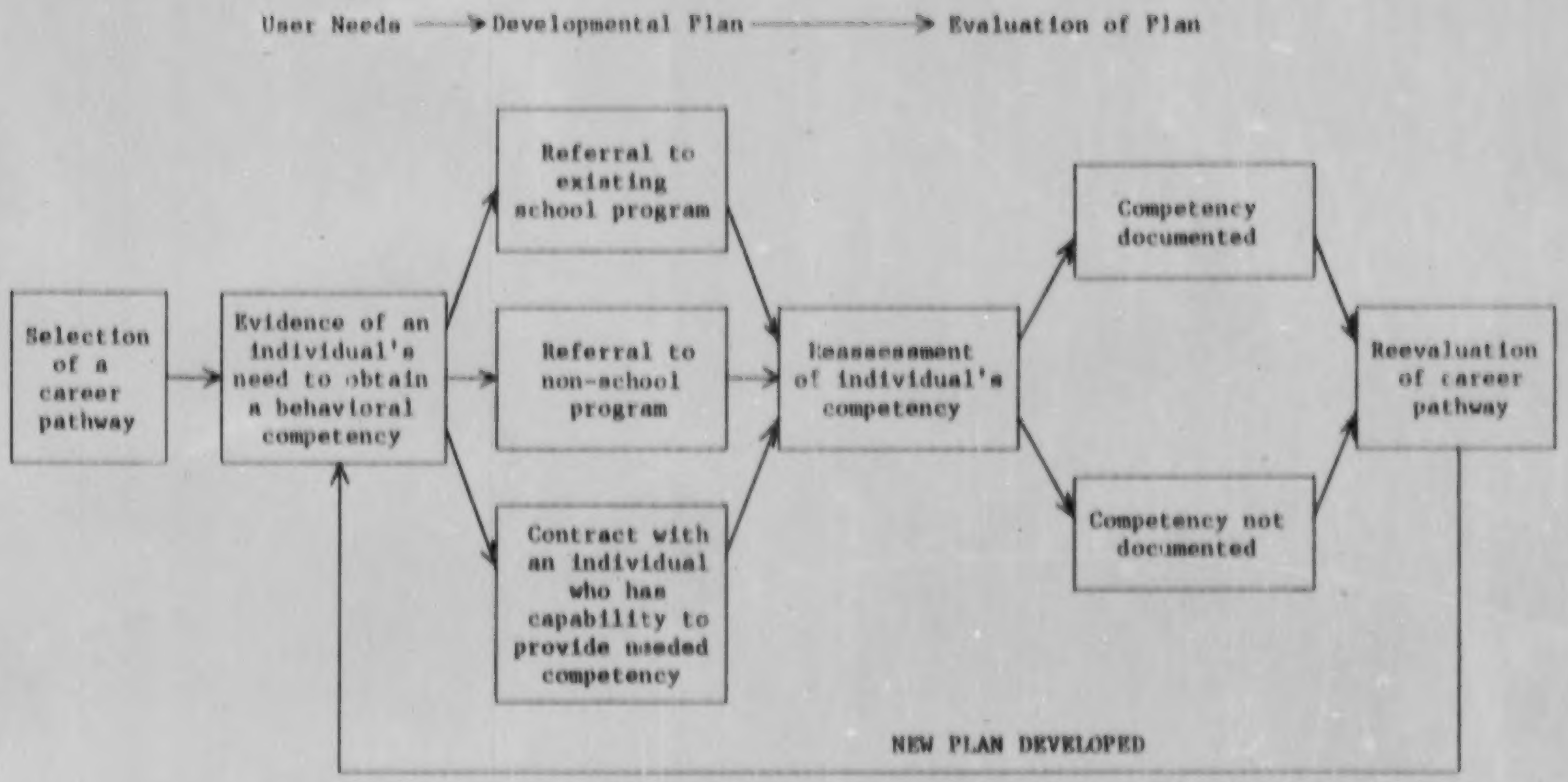

User Needs
Program Objectives
Developmental Plan
Evaluation of Plan
User Needs Assessment Survey
School/ Community Resource Survey
Program Objectives
Budgetary Restrictions
Selection of Techniques for Implementing Objectives
Staff Availability
Assignment of Responsibility for Technique Implementation
Evaluation of Effectiveness of Technique
FEEDBACK MECHANISM

Figure 9

RELATIONSHIP OF INDIVIDUAL USER NEEDS TO CAREER PLACEMENT MODEL OPERATION


User Needs → Developmental Plan → Evaluation of Plan
Selection of a career pathway
Evidence of an individual's need to obtain a behavioral competency
Referral to existing school program
Referral to non-school program
Contract with an individual who has capability to provide needed competency
Reassessment of individual's competency
Competency documented
Competency not documented
Reevaluation of career pathway
NEW PLAN DEVELOPED

those providing career placement services to evaluate the effectiveness and efficiency of various techniques in achieving the selected objectives. Figures 8 and 9 are used to illustrate the follow-through aspect of the program.

Follow-through procedures also need to be employed to evaluate the overall program in terms of the degree to which the global purpose has been served. Providers must examine to what extent each student was able to accomplish an orderly transition from one educational or occupational setting to the next desired level of career preparation, procurement, or advancement. The post-school placement status of the individual is, therefore, the ultimate test of the program's success. The measure of the program's success is the degree to which students were able to secure the placement objective(s) desired. The student's placement plan must be evaluated against his actual placement, and, in turn, the success of the program becomes synonymous with the congruence between the two. Because this evaluation concentrates on the outcome rather than the means, evaluating whether the student secured the placement through his own efforts, through an outside agency or contact, or through the school's efforts is is not critical. The program's success is in the nature of the placements obtained, not in the number of placement provided.

Summary

Recognizing that the career placement obtained by an individual is determined by the person's educational/occupational background, the guidance he/she receives, and the placement opportunities available, two major objectives were established for the model. The delivery system designed to implement the career placement model should:

1. Maximize the individual student's competencies for independent career functioning.

2. Maximize the availability of career placement options.

The measurement of student needs and competencies is crucial to translating such global objectives into functional objectives for the local school-based career placement delivery system.

Despite the variations in emphasis in particular educational settings, certain commonalities appear to be necessary for the success of any school-based career placement model. If an orderly transition is to be made from one educational or occupational setting to the next level of career preparation, procurement, or advancement, each student must receive the services necessary to:

a. Formulate a unique career identity as an integral part of the self-concept.

b. Determine and develop appropriate career planning strategies.

c. Possess the necessary preparation and experience for entry into or progression within at least a cluster of occupational options.

d. Utilize alternative educational, occupational, or community resources for the implementation of career plans.

e. Critically re-evaluate and/or change career pathways.

Additionally, the personnel entrusted with meeting the career placement needs of students must actively advocate for the enlargement of placement options as well as retain responsibility for the transitional placements obtained by the students.

To accomplish such a task the Career Placement Delivery System must be:

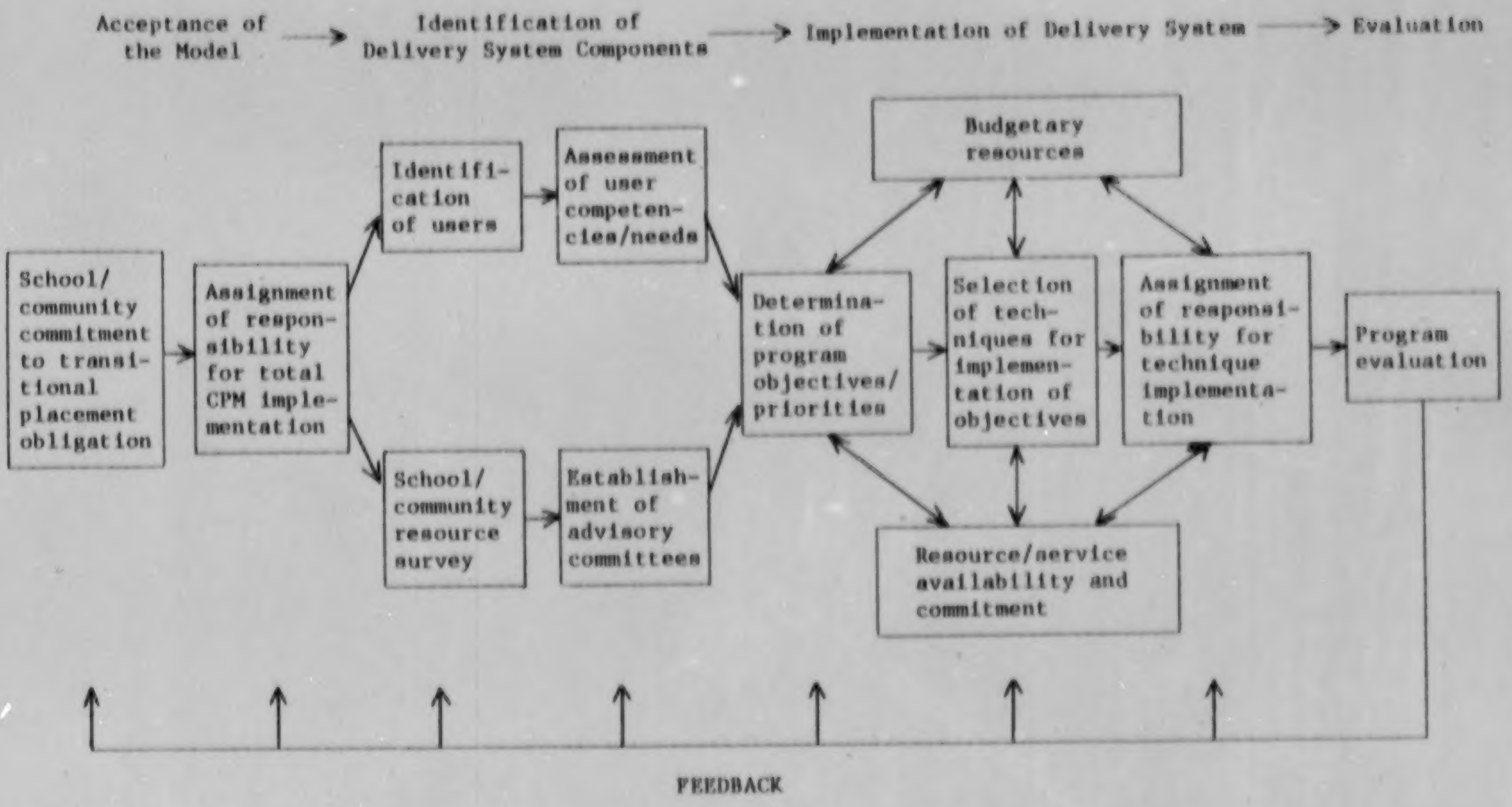
1. coordinated in terms of its utilization of existing community resources, both formal and informal placement services;
2. comprehensive in terms of the instructional and guidance services available;
3. student-centered in terms of its placement component focus;
4. universal in terms of the students to be served;
5. flexible in terms of its adaptability to diverse student needs and resource availability;
6. dynamic in terms of its ability to incorporate feedback information for program improvement.

The following procedure (Figure 10) is suggested as the means for implementing a Career Placement Delivery System:

1. The potential users of the placement service are identified.
2. The behavioral competencies needed by these students to obtain desired career placements are specified.
3. The students are assessed in terms of the specified competencies and needs.
4. The community and school are surveyed as to existing resources which can provide services to students for acquiring competencies and placement opportunities.
5. Objective priorities for the Career Placement Delivery System are established.
6. The personnel coordinating the Career Placement Delivery System determine what mix of services and personnel can most effectively and efficiently meet the sub-objectives.
7. Responsibilities for specific programs are assigned and outcomes specified.
8. Program evaluations in terms of sub-objectives are made and necessary revisions implemented.

Figure 10

PROCEDURAL MODEL FOR IMPLEMENTATION OF SCHOOL-BASED CAREER PLACEMENT DELIVERY SYSTEM


Acceptance of the Model
Identification of Delivery System Components
Implementation of Delivery System
Evaluation
School/ community commitment to transitional placement obligation
Assignment of responsibility for total CPM implementation
Identification of users
Assessment of user competencies/needs
School/ community resource survey
Establishment of advisory committees
Determination of program objectives/ priorities
Budgetary resources
Selection of techniques for implementation of objectives
Resource/service availability and commitment
Assignment of responsibility for technique implementation
Program evaluation
FEEDBACK

9. The overall objective of the program, i.e. its success in meeting students' transitional placement needs, is evaluated via a follow-up procedure involving all users.

10. The Career Placement Delivery System is evaluated in terms of its compatibility with the major goals of the school. Does the program enhance the efforts made by the school to achieve its other program objectives?

Part II of this report will suggest various techniques which may be helpful in the implementation of this procedure.

PART II

GUIDELINES FOR INSTALLATION OF THE CAREER PLACEMENT DELIVERY SYSTEM (CPDS)

Assignment of Responsibility for Model Implementation

Although specific program offerings will vary across school settings, several activities are essential if the model is to become operational in any setting. Many professional groups already perform activities related to career development. These include counselors, teachers, Local Vocational Education Coordinators, directors of career education programs, librarians, placement officers, etc. However the activities necessary to the implementation of the model are not necessarily contained under any one professional description; but rather tend to be a composite of these many roles.

The Career Placement Delivery System requires skills in program development, supervision, coordination, consultation, counseling, teaching, placement, and program evaluation. Because of the magnitude of the tasks to be performed, three distinct roles emerge:

1. Career Placement Coordinator
2. Career Advisor
3. Career Program Specialist

Labelling of these roles is not to be confused with endorsement of the hiring of new personnel to fill such roles. A school may find that the responsibilities of a given role are compatible with the capabilities of existing staff. Only a reallocation of staff and a reorganization of the school's administrative structure may be necessary for model implementation.

A "Career Placement Coordinator" is responsible for the overall implementation and evaluation of the Career Placement Delivery System (CPDS). This person would perform the following tasks:

1. Program development responsibilities
   a. Develops, conducts, and interprets a needs assessment survey
   b. Develops, conducts, and interprets a community resource survey
   c. Develops the student "Career Progress Record"
   d. Presents a list of program objectives for the CPDS to his supervisor for approval
2. Coordination responsibilities
   a. Develops cooperative agreements with formal placement providers, e.g., Job Service, post-secondary institutions, private employment agencies, Division of Vocational Rehabilitation, Community Action agencies
   b. Develops a facilitating communication network with informal provider groups, including parents, siblings, peers, former students, community members, etc.

   c. Coordinates the current career placement-related activities of school personnel
   d. Forms advisory committees of representatives of business, faculty, family, and students.
   e. Forms resource advisory committees
   f. Performs a liaison role with the community to encourage the development of a greater variety of post-school options for users
   g. Coordinates the student recruitment activities of employers and training institutions

3. Supervisory responsibilities

   a. Assigns responsibility for the implementation of specific program objectives
   b. Supervises the career-related activities of career advisors and career development specialists
   c. Supervises staff of Career Center
   d. Career Progress Record file review
   e. Solicits objectives from staff as to their involvement in the overall mission

4. Informational responsibilities

   a. Collects and disseminates information concerning placement resources
   b. Collects and disseminates information concerning the local labor market trends
   c. Disseminates information on former students' placements
   d. Collects and disseminates information on the local placement opportunities
   e. Purchases appraisal instruments and monitors their usage.
   f. Selects and installs a career information service for the school system
   g. Orders career-related materials

5. Evaluation responsibilities

   a. Evaluates the degree to which the staff has met their objectives
   b. Evaluates the degree to which the program objectives were implemented as well as their effectiveness in meeting user needs
   c. Evaluates the degree to which the placements obtained by students were consistent with their career plans
   d. Evaluates the degree to which the CPDS is consistent with other functions of the school

6. Consultative responsibilities

   a. Acts as a resource to career advisors in their placement solicitation and development activities
   b. Advisory capacity to those involved in the recruitment and development of off-campus placement experiences as part of the student's educational program
   c. Suggests curriculum changes based on feedback information and student needs

The responsibilities of the Career Placement Coordinator role are many and varied. The role may be assumed by one individual or by a staff. Further it may encompass only the activities of a particular school or be performed on a district-wide basis. Regardless of setting, some individual needs to have responsibility and authority for program implementation.

A "Career Advisor" role must also be assumed for each student. The person in this role translates the operation of the CPDS to an individual student level and assures that each student's needs are met by the system. Such tasks would include:

1. Review of the individual student's career progress record
2. Development of a plan for each student based on demonstrated needs and competencies, including such things as program selection, resource referral, etc.
3. Follow-through to ensure that the plan has been implemented.
4. Directing each student to the resources available in the Career Placement Delivery System
5. Facilitating each student-desired transitional placement
6. Follow-through of each user
7. Consultation with parents and peers

Again depending on the school size, budget, staff, etc., career advisory responsibilities may be assigned to one existing staff person. This may be the guidance counselor or Local Vocational Education Coordinator, or may be dispersed across the teaching staff so that each teacher is delegated responsibility for a fixed number of students. A small school may have one person fill the role of both Career Placement Coordinator and Career Advisor. Advisory groups may also be trained to fill this role. Whatever the arrangement, the essential component is that someone or some group is assigned responsibility for meeting the transitional placement needs of each student.

The third group of personnel can be described as "Program Specialists" or those contracted to meet specific program objectives. Their role can perhaps be best clarified through illustration. An objective generated for the CPDS may be to increase the occupational roles to which students are exposed. Several techniques may be used to meet this objective including a career day, newspaper interviews, and student interviews with persons employed in various careers. The first technique could become the responsibility of the guidance counselor, the second that of the school newspaper staff, and the third that of all English teachers. Each of the personnel then involved in implementing the various techniques are perceived as "Program Specialists." Similar examples can be generated for training in placement-securing skills or development of career planning skills. These program specialists may be either school or non-school personnel. Their role is to implement the programs developed to meet the career placement needs of groups of students.

In summary, three groups of tasks are essential to the operation of a Career Placement Delivery System. These include:

a. those related to the installation and evaluation of a coordinated and comprehensive Career Placement Delivery System,
b. those related to meeting individual students needs within the system, and
c. those related to meeting the needs of groups of student users.

The personnel assigned the responsibility for each of these roles may include both existing school personnel and other community members and agency representatives.

Enlisting the Support of School Personnel

The Kettering Foundation and Colgate University explored the factors which influenced the acceptance of innovation in a school system. They reported that faculty support for new programs is related to the knowledge and use of innovations by faculty members as well as the overall climate of the school (Schlesser, 1971). To enlist faculty support for a career placement delivery system, therefore, communication lines should be developed between those coordinating the placement delivery system and other school personnel. Initially the faculty and staff may need to understand the reasons for a comprehensive placement effort since many perceive their responsibility as terminating with student preparation activities at best. The career education movement has focused attention on the career needs of youth and the school's responsibility in meeting these needs; a career placement delivery system can be presented as a logical outgrowth of this emphasis. The placement system provides a means for providing school personnel with feedback on their success in answering the career needs of youth.

Support for the placement system can also be enlisted by encouraging the participation of faculty and staff in program development. Most school personnel are already providing placement services either directly or indirectly. Teachers assist students in the acquisition of skills necessary for entry. Traditionally, school counselors have been integral to educational placement. Information on financial aid and scholarships has been distributed to students through school personnel. Special education teachers are frequently experts in training their students in employability skills. Vocational education instructors also assist their students in finding suitable employment upon completing course work. School psychologists can provide consultation on the selection of appropriate appraisal or assessment procedures. The school social worker may prove to be a valuable resource in isolating needed community services. The librarian is expert in the location and ordering of materials. The expertise, competencies, and interests of the various staff members need to be explored as these relate to the placement mission. The staff need to be made aware that their present activities are often compatible with those essential to the placement system.

Administrative support of the placement system must be clearly presented to and understood by school personnel. As Schlesser (1971) has noted:

> An innovative climate is dependent on the type of administrative leadership in a system. Due to varied and changing educational philosophies, teachers seem to need clear educational direction and support by their administration. Without this direction, teachers will be unable to determine for themselves the educational philosophy of the school. (p. 61)

> Therefore, the administration needs to provide some kind of an "umbrella" under which teachers can try new ideas without fear and with support. (p. 69)

Recognizing the need for administrative support, a school superintendent may find the management by objectives format useful in enlisting constructive involvement on the part of school personnel. With the approval of the school board, he can enumerate possible global objectives to meet students' placement needs. He can then solicit subobjectives from those beneath him in the hierarchy. These subobjectives define the commitment the various school personnel are willing and able to make to the global objectives. The various parties may need to negotiate the terms of the commitment in accordance with budgetary and staff resources. Such negotiation can lead to an understanding of the priority which placement services will be given. This will help local principals and program directors in their assignment of staff responsibilities. Communication networks are established at all levels to facilitate the exchange of ideas, needs, and priorities. Individuals within the network are encouraged to analyze their own unique contribution and to negotiate their degree of cooperation and support.

The National Vocational Guidance Association and the American Vocational Association prepared a joint position paper on "Career Development and Career Guidance" which outlines possible contributions various groups of school personnel can make to the career guidance process. This paper was accepted by the Board of Directors of each association in 1973. The roles defined for vocational educators, academic teachers, and principals are included below.

> Vocational Educators
>
> Vocational educators carry many of the same responsibilities as guidance specialists in facilitating the career development of students who are enrolled in vocational education courses. Their unique contributions to a comprehensive career education program may include the following:
>
> 1. Provide realistic educational and occupational information to students and staff based on knowledge of occupational fields and continuous contact with workers and work settings.
> 2. Identify and recruit resource persons in the employment community to assist in the school program.
> 3. Provide exploratory experiences in vocational classrooms, labs, and shops for students not enrolled in occupational preparation programs and assist those teachers who wish to incorporate "hands on" types of activities in their courses.
> 4. Identify basic and academic skills and knowledge needed to succeed in the occupations of their field and communicate this information to academic teachers and guidance specialists.
> 5. Assist academic teachers and guidance specialists in designing appropriate occupational exploration experiences.
> 6. Provide students with information about vocational offerings and guidance specialists with information about the kinds of careers for which students are prepared.

7. Assist students enrolled in vocational programs to analyze and interpret their learning experiences for better understanding of self in relation to occupations and the world of work.
8. Plan and provide vocational instruction which prepares students to enter, adjust, progress and change jobs in an occupational field.
9. Assist students in identifying a wide range of occupations for which their vocational instruction is applicable.
10. Encourage employers to assist in expanding student awareness of career opportunities.
11. Arrange observation activities or part-time employment for students and school staff to help them learn more about occupations and work settings.
12. Participate in the planning and implementation of a comprehensive career education program.

Academic Teachers

The academic teacher also has a vital set of responsibilities in career guidance which require the ability to accomplish the following:

1. Provide for easy transition of students from home to school, from one school environment to another, and from school to further education or employment.
2. Provide students with curriculum and related learning experiences to insure the development of basic concepts of work and the importance of those who perform work.
3. Provide group guidance experiences, with appropriate aid from guidance specialists and vocational educators, to regularly demonstrate the relationship between learning and job requirements.
4. Help parents understand and encourage the career development process as it relates to their children.
5. Provide opportunities within the curriculum for students to have decision-making experiences related to educational and vocational planning.
6. Assist students in synthesizing accumulated career development experiences to prepare them for educational transitions.
7. Provide career exploratory experiences to help students gain an understanding of worker characteristics and work requirements.

8. Provide experiences to help students increase their understanding of their own capabilities, interests and possible limitations.

9. Provide for career preparation experiences that will enable the individual to acquire skills necessary to enter and remain in the world of work at a level appropriate to his capabilities and expectations.

10. Provide, as an extension of the in-school learning experience, opportunities for the individual to experience work first-hand in a non-threatening environment.

Principals

The principal carries ultimate responsibility in his building for the guidance program. More specifically, his responsibilities are as follows:

1. Provide active encouragement and support of the program.

2. Espouse the idea of career guidance as a responsibility of each staff member.

3. Commit himself to experimentation and flexibility in program and curriculum.

4. Arrange for in-service education of staff in career guidance and human relations.

5. Organize and encourage the development of a career guidance committee composed of staff members, students, parents, and community leaders.

6. Provide necessary personnel, space, facilities and materials.

7. Encourage constant evaluation and improvement of the program.

(pp. 9-11)

These role descriptions were developed for a career guidance and placement system in which program leadership and coordination were provided by "guidance specialists." However, such role descriptions should be viewed as tentative only since the program developed in each school will need to uniquely relfect the needs of the students as well as the resources available.

Enlisting Community Support

Community meetings. The success of a school-based placement delivery system to a large measure will be dependent on community support for such a program. As Schlesser (1971) has observed "school board members base policy decisions, not on their own attitudes toward innovation, but on what they perceive the community attitude to be" (p. 70). Also, the community determines the placement options available to students in a direct manner through the hiring practices maintained and the attitude toward the development of new industries and commercial properties. The community indirectly affects the placement options available through such behaviors as voting patterns on post-secondary educational referenda and development of community action programs. A placement delivery system would be ineffective if it concentrated solely on student development and not on the need for increased placement options in the community.

In the "Job Placement Primer" developed by the Indiana Department of Public Instruction, the following techniques are suggested for "presenting the placement message to the public . . .

> A. Newspaper articles.
> B. Presentations at meetings of community organizations and business clubs.
> C. Communication with school personnel.
> D. Regular memos and notices to employers.
> E. Publication of local pamphlets and booklets.
> F. Radio spots, tapes and audiovisual aids.
> G. Communication with students via clubs, newsletters, bulletin boards and newspapers.
> H. Inform parents of school children by developing and maintaining communications relative to work experience process and related activities through PTA, newsletters and personal contact.
> I. Contact parents when possible and/or necessary regarding job experience.
>
> (Negley, 1975, p. 10)

A community workshop may also be sponsored. Consultants and school personnal can describe the rationale underlying the placement effort. They can suggest ways in which the community might participate. Where available, cable television facilities could be used. The intent of such meetings is twofold:

1. To increase the responsibility the community will accept for providing placement assistance to students, and

2. To promote an atmosphere of cooperation between the school and the community.

The ever increasing bureaucratic structure of the school system has not only alienated students from the schools but the community as well. Students sense that school personnel are no longer interested in them as individuals. Similarly, parents and citizens feel their only lines of communication with the school are elected board members whom they typically do not know. A community effort in the placement area might unite school personnel, community members, and students in a mutually-supported activity.

Parental support and participation. Although family members have been consistently mentioned as the key resource used by students (particularly at the high school level) in career planning and placement, school personnel have not tended to coordinate their placement activities with those of the family (Strong, et al., 1975b). The research sponsored by the Kettering Commission and Colgate University (Schlesser, 1971) also documented the observation that school systems have underestimated the indirect influence parents have on educational innovation. In order to improve parental attitudes toward innovative programs, the report continued:

> It is suggested, therefore, the parents be kept well informed of new practices in the school. One effective way of doing this, verified in this study, was through brochures from an external source . . . . School-originated information to the community did not seem to be effective, but this may have been because few had the time to prepare effective materials of this kind. (Schlesser, 1971, p. 70)

Several school personnel were consulted in the development of the CPDS model. These personnel concurred that after the elementary grades, materials mailed to parents were rarely received or acknowledged. Perhaps the external advisory committee could circumvent this problem by handling the mailing of materials. Additionally, administrators may need to allow more flexibility for staff to make necessary home visits. Again, the school must accept responsibility for establishing effective communication lines with parents if student placement needs are to be met effectively.

The American Vocational Association and National Vocational Guidance Association (1973) have adopted the following position on the role of parents and peers in the career guidance process:

> Although school staff members are extremely important in assisting youths in their career development, there are other persons who also provide valuable assistance. They include parents peers and other community members.
>
> 1. Parents--Without question parents can and should be the most influential role models and counselors to their children. Having some measure of direct control over the environment in which their children have been reared, they have the unique opportunity to expose them to experiences appropriate for self-fulfillment. As their children enter public education, parents share, but do not give up, the responsibility for their development. Parents who take full advantage of the information given them by school staff members concerning the interest, aptitudes, failures and achievements of their children, can use this background of information to provide the following career guidance and counseling:
>
>   a. Assistance in analyzing their children's interests, capabilities and limitations.
>
>   b. Explanations of the traits required, and working conditions and life styles of workers in work areas with which they are most familiar.

c. Discussion of work values developed as a result of past experiences and of the consequences they have experienced.

d. Discussions of the economic condition of the family as it applies to the children's education and training needs and assistance in planning a course of action.

e. Help in using the knowledge, experience, and services of relatives, friends, fellow workers and other resources in exploring the world of work and in planning and preparing for their children's role in the work society.

f. Provision of a model and counseling to their children during critical developmental periods of their lives in an attempt to have children establish and maintain positive attitudes towards themselves and others.

g. Exemplification of the attitude that all persons have dignity and worth no matter what their position in the world of work.

h. Provision of situations that allow children to experience decision-making and to accept responsibility for the consequences of their decisions.

i. Maintenance of open communication between school and home so that the experiences of both settings can be used in meeting student needs.

j. Provision of opportunities for children to work and accept responsibility of the home and community.

2. Peers--As youths establish and experience interpersonal relationships with their peers, they need to understand how to analyze and use these experiences in their career development. A person's friends and associates have an intense effect upon his values, attitude formation and career expectations. Opportunities should be provided to allow young persons to share their ideas with each other.

The guidance team is in a particular strategic position to capitalize upon the influence that young persons may have upon each other. Research is beginning to demonstrate that peer influence can be harnessed and directed to contribute to the favorable development of youth. The strategy involves teaching selected youngsters certain skills of counseling and human relations and then using these young persons in a paraprofessional capacity. The use of this or similar strategies will enable youth and young adults to accurately perceive the challenges and responsibilities of being an active member of the school's guidance team.

(pp. 11-12)

Additional techniques need to be explored for enlisting the cooperation of parents in the career placement delivery system. However the first step toward parental involvement will be encouragement from the schools. Parents will need to be perceived as valuable resources, rather than obstacles to be overcome.

External advisory committes. Parents and community members can also be encouraged to participate on advisory committees. Advisory committees have been utilized by schools for many years, particularly by vocational educators. Through appropriate use of advisory committees the school can continuously monitor the effectiveness of its placement efforts on the basis of immediate feedback concerning the reactions of various participant groups. Advisory committees can also articulate group needs to the placement program and provide information to the groups they represent concerning available placement services.

Since advisory committee members function as communicators and group representatives, they should include parents, business-industry-labor representatives, students, and placement agency representatives, e.g. the Job Service, private employment agencies, colleges, etc. The members should be selected on the basis of their willingness to make the necessary time and resource commitment and to reflect the diverse interests in the community. Although this suggests a fairly sizeable group, committee members could be effectively distributed among several task forces concentrating on defined objectives.

Negley (1975) has outlined some of the major functions of advisory committees in a job placement program. These functions include:

> A. Developing program philosophy and clarifying program objectives.
> B. Organizing and utilizing resources of school, community and employers.
> C. Developing open lines of communication between vocational coordinators and other school personnel.
> D. Developing job opportunities.
> E. Developing an evaluation and study of effectiveness of placement services for feedback value to aid in making the curriculum more relevant.
> F. Instituting better communication between community agencies, businesses, industry, labor and school personnel
> G. Determining length of council membership.
>
> (p. 8)

Advisory committees could also be used to suggest speakers and resource materials for the school, to arrange field trips, to recruit volunteers for the Career Placement Delivery System, and to communicate the placement needs of students to the community. Each school, therefore, must examine the potential contribution of an external advisory committee in meeting the unique career placement needs of its students.

Community resource survey. An assessment must be made of the current placement service potential available in the community. The following definition of "Community Assessment" has been offered:

> Community Assessment is the means used by the school district to identify all available placement-related facilities to assist

> youth in need of job placement, educational placement, and/or special service assistance. Community assessment implies the need for identifying economics, social, and educational resources that may be used for the placement of youth in positions related to their educational and employment goals. In addition, there is a need to develop an inventory of placement resources and demographic data which may be used in conjunction with the student assessment information in defining, developing, and operating the placement program. (Ohio CVTE, 1973, p. 82)

The scope of the survey should include national, state and local resources available to answer student needs. It should also encompass the placement opportunities available within or through the agency, institution, or business, the career guidance and placement services offered, and a description of the eligibility requirements.

Several forms may be used for identifying job placement opportunities (Ohio CVTE, 1973; Negley, 1975; and Prairie View A & M University). The following items have been suggested for describing the job opportunities available:

1. Job title and description
2. Nature of job: part-time, full-time, permanent or temporary, hours of day
3. Qualifications for employment: educational or training requirements, special skills necessary, physical requirements, etc.
4. Age requirements
5. Union membership or licensure requirements
6. Number of openings: current, anticipated
7. Number of persons currently employed under the job title
8. Receptivity to hiring handicapped
9. Contact person
10. Hiring procedures
11. Advancement procedures
12. Availability of on-the-job training

Negley (1975) has suggested that this information can be most effectively obtained through personal contact with potential employers. An adjusted format can also be used to describe training and educational opportunities within the community.

Besides locating specific placement opportunities available, a Community Resource Survey should also examine the potential of the community to meet the career guidance needs of students. Figure 11 presents a form which might be useful in identifying potential career guidance resources. The form is designed to identify the clientele served, the resources available, barriers encountered in placement, and additional potential resource personnel. The latter area is included to help the school-based personnel canvass the total placement potential of the community, through both formal and informal placement networks.

The CPDS personnel may also want to keep a record of the experiences of those obtaining placement or services through these agencies. In this manner, the placement and service potential can be further validated and appraised.

Figure 11

COMMUNITY RESOURCE SURVEY

Name ____________________ Address ____________________

Employing Agency ____________________ Phone Number ____________

1. What, if any, eligibility requirements exist for services from your agency or institution? ____________________

2. What is the procedure for referral for services from your agency or institution? ____________________

3. Below is a list of placement services or activities which you may be providing students in planning and achieving their career goals. Please check all the services you provide.

Assessment and Appraisal--Do you provide:

a. aptitude tests? . . . . ____
b. achievement tests? . . . . ____
c. personality evaluations? . . . . ____
d. job tryouts or work experiences? . . . . ____
e. job interest inventories? . . . . ____

Informational Services--Do you provide:

f. written materials about occupations or training programs? (e.g., school catalogs, Occupational Outlook Handbook) . . ____
g. speakers? . . . . ____
h. courses on occupations? . . . . ____
i. field trips to schools and employment agencies? . . . . . . ____
j. Employment Service job bank? . . . . ____
k. information about job openings? . . . . ____
l. information about occupations through normal coursework? . ____

Counseling Services--Do you provide:

m. educational counseling? . . . . ____
n. occupational counseling? . . . . ____
o. personal-adjustment counseling? . . . . ____
p. parental counseling? . . . . ____

Preparation for Placement--Do you provide:

q. training in job interviewing and applications? . . . . . . ____
r. training in appropriate job conduct? . . . . ____
s. training for a specific occupation? . . . . ____
t. assistance with application to college or training programs? . . . . ____

continued

Referral Services--Do you assist students and adults:

u. by locating specific jobs? . . . . ____
v. by "selling" the person to an employer? . . . . ____
w. by explaining the person's special needs to an employer so that needed special arrangements can be made? . . . . . . ____

Follow-Up Services--Do you contact students/adults after placement:

x. to determine their job satisfaction? . . . . ____
y. to determine their satisfaction with the school or training program? . . . . ____
z. to determine additional career planning/placement services needed? . . . . ____

4. Estimated number of persons to whom you provided these services in the past year. ________

5. Cost, if any, for these services. ________________________

6. What are the barriers you frequently encountered in attempting to place (high school, vocational technical institute) students on jobs?
____
____
____

into further training? ________________________
____
____

7. With whom do you frequently or occasionally coordinate your career guidance activities? ________________________
____
____

Linkages with other agencies and resources. To meet the career placement needs of youth, a school will need to develop a system for coordinating its efforts with existing community resources. These resources vary both in terms of the population they serve and in terms of the services they offer. While the Job Service is available to all persons of employable age, its predominate emphasis is on direct placement services. This emphasis is reflected in the "1974 Guidelines for Allocation of Title III Employment Service Funds Under the Balanced Payment Formula." The following distribution of funds was presented:

Total Placement Services	75%
1. Direct Placement Assistance	60%
2. Employer Services	15%
Employment Assistance Services	**25%**
1. Counseling	7%
2. Testing	5%
3. Job Information Service	3%
4. Labor Market Information	5%
5. Occupational Analysis and Technical Service	5%

(Source: Office of Employment Service Administration, 1974, p. 9)

In contrast to the somewhat narrow emphasis of the Job Service, the Division of Vocational Rehabilitation provides a more comprehensive delivery system in which the client progresses through a prescribed program from assessment to follow-up. However, these services are available only to the vocationally handicapped members of society. Aside from these two major government vocational service agencies, there are numerous smaller government-sponsored training programs and locally-operated programs. Additionally, many post-secondary institutions provide appraisal and informational services which may be helpful to the user of career planning services. Because many resources are available in career planning, a local resource survey is essential. Such a survey should include a summary of the career placement services offered through each resource and a description of the population served.

Although many resources are unique to a particular community, several are typically available in most communities. These resources include both government-sponsored programs and business organizations. In the following paragraphs, several suggestions will be made regarding how such programs may be coordinated within the school-based Career Placement Delivery System.

(a) Job Service: The need for better coordination between the school and the Job Service is evidenced by the small numbers of youth who actually use the Job Service. In 1973, the Department of Labor presented the results of a national job finding survey which noted that only five percent of those aged 16 to 24 years of age had secured their employment through the efforts of the Job Service (U.S. Department of Labor, 1973). Results obtained in the Wisconsin "Survey and Analysis of Career Placement Activities" (Strong, et al., 1975b) indicated the following:

1. Less than three percent of the former high school students reported that they received their first job following high school as a result of a lead from the Job Service.

2. In none of the high school or post-secondary vocational-technical school samples surveyed did the number of students who had received Job Service assistance ever exceed eighteen percent.

3. The data from the providers of placement services suggested that the school personnel as a group tended to make relatively infrequent use of the Job Service.

Not only have students in general made remarkably little use of the Job Service, but the particular offerings of the Job Service for dropouts have been ineffectively utilized (Anderson & Stahl, 1970). As Egermeier (1968) has reported, many programs are available through the Job Service but a more effective referral system is needed because dropouts become less receptive to training programs the longer they are out of school (Anderson & Stahl, 1970).

The National Vocational Guidance Association (1965) has presented the following guidelines for the development of cooperative agreements between the schools and the Job Service:

> II. Guidelines for Cooperative Arrangements
>
> A. Cooperative arrangements are likely to be highly effective when the school:
>
> 1. Has a program which provides effective vocational guidance services for all students, whether considered to be in special programs or not.
> 2. Assigns time and responsibility to a person for cooperation with the Employment Service in joint activities including the establishment and administration of a program for identifying and counseling students who will be entering the labor force without first attempting college.
> 3. Has a readily available library of current educational and occupational information materials.
> 4. Provides in-service training for staff with regard to vocational choice and employment.
> 5. Engages in periodic study designed to evaluate the guidance and educational program.
> 6. Provides a varied curriculum designed to help all students achieve their reasonable occupational goals.
> 7. Provides, on a professional basis, the local Employment Service office with information helpful for the placement of students who may elect to avail themselves of that service.
> 8. Has established a systematic work-study program for those students for whom it is appropriate.
> 9. Informs parents concerning the counseling and placement services of the school and the Employment Service.

B. Cooperative arrangements are likely to be highly effective when the Employment Service office:

1. Provides employment counseling for dropouts and terminal students referred by the school upon request by the student.
2. Attempts placement of students in job openings suitable for those about to enter the labor force.
3. Develops a comprehensive and realistic analysis of work fields in their relation to industry and relating occupations according to their essential nature and requirements to provide those making vocational choices with a sound orientation to the world of work.
4. Makes the General Aptitude Test Battery, the Interest Checklist, and other assessment instruments developed by the Employment Service available to certified school counselors trained in the administration and interpretation of these instruments.
5. Assigns to a qualified person the time and responsibility necessary for maintaining liaison with the schools.
6. Provides in-service training to its staff in those areas with which both school and Employment Service counselors are concerned; for example, records maintained by the school, counseling techniques, current and soon available opportunities for employment.
7. Provides follow-up services to those counseled and/or placed.

C. Cooperative arrangements are likely to be most effective when both the school and Employment Service:

1. Establish written procedures as needed for the definition of cooperative arrangements between the two agencies.
2. Provide placement services for part-time and summer employment as well as for work-study programs.
3. Endeavor to forestall untimely withdrawals from school.
4. Provide follow-up studies of school leavers as possible within the jurisdiction of each.
5. Establish procedures for exchange on a professional basis of records, case materials, and other essential data.
6. Assist in or conduct community occupational surveys with other community agencies to determine employment needs, requirements, and job trends.
7. Insure that personnel in both agencies understand and fulfill their responsibilities under child labor and attendance laws and regulations.
8. Familiarize the public with the advantages of organized programs of placement and other vocational guidance services.

9. Arrange for career conferences, industry tours, and other programs for making occupational information a part of occupational decisions.
10. Handle each case within its jurisdiction as effectively as monetary resources permit.
11. Provide for administration of joint research projects as needed.

(National Vocational Guidance Association, 1965, pp. 218-220)

Local conditions will determine the actual responsibilities of the school and Job Service. In some cases, local Job Service personnel maintain a part-time office in the school. In other cases, the Job Service has provided internships for school counselors. Although the amount of cooperation between the two agencies will demonstrate a great deal of variability across communities, the intent of such involvement is constant. Improved cooperation should help meet the placement needs of students by increasing the scope of services available and minimizing needless duplication.

(b) The Division of Vocational Rehabilitation: The Division of Vocational Rehabilitation (DVR) provides career guidance and placement services to all eligible clients. Eligibility is based on the presence of a disability which presents a substantial handicap to employment. Further, an expectation must exist that through the provision of rehabilitation services the client will be able to secure gainful employment. Legislative guidelines presented in the Rehabilitation Act of 1973, however, have placed priority on services to the severely disabled.

A wide range of services is available to rehabilitation clients. These services include appraisal and assessment procedures, physical and medical restoration, counseling, planning, and placement assistance, and financial assistance for training-related expenses. Despite the wide variety of services available, vocational rehabilitation agencies appear to lack "visibility." Many of those eligible for the services are unaware of their availability (Edwards & Whitcraft, 1974). Some evidence suggests that many school personnel providing placement assistance rarely or never consult with rehabilitation counselors. Of the 58 high school teachers and 40 vocational-technical institute personnel identified as placement providers in three Wisconsin communities, less than 20 percent indicated that they "often" or "sometimes" coordinated their placement activities with the Division of Vocational Rehabilitation. Although high school counselors appeared to utilize this agency's services more frequently, approximately 50 percent also indicated that they "rarely" or "never" coordinated their placement activities with DVR. (Strong, et al., 1975b)

School personnel are in the best position to identify those who may be eligible for rehabilitation services and to facilitate referral procedures. Early referral will enable the handicapped student to consult with the rehabilitation counselor in course selection and career planning matters in order to circumvent more successfully the occupational handicaps his disability may impose. Furthermore, teachers and counselors can use the consultation services available from rehabilitation counselors as a means of providing feedback on the effects of their instruction and guidance in promoting occupational opportunities and career development for the handicapped members of society.

The following suggestions are offered for developing a cooperative relationship with the Division of Vocational Rehabilitation:

1. Include a rehabilitation counselor on the community advisory committee.

2. Utilize the consultative services of rehabilitation counselors in program planning for the handicapped.

3. Identify potential clients at the end of the tenth grade and corresponding referral to the Division.

4. Explain to all students the services available and eligibility requirements for rehabilitation services. For some students the onset of disability may follow the school years, and through such information, assistance can be obtained when needed.

(c) Business, Industry, and Labor: The link between school and community businesses and organizations appears, at first, complex and difficult to establish. Yet, mutual understanding is basic to each institution. It is upon this understanding that cooperation and coordination of both school and community agencies can exist.

Business and industry, like the school, share "corporate citizenship" with the rest of the community. The community, as a whole, grows or dies with the degree of shared contributions made by the schools, businesses and other agencies. Community responsibility is self-fulfilling because all clients are eventually dependent upon each other. Chicago United, a consortium of business and community leaders recently reported, "Business depends on the public schools to produce graduates having the basic skills and work attitudes necessary to fill entry-level positions" (Walberg & Sigler, 1975). Schools, in turn, need the resources and community support to provide acceptable, appropriate learning experiences for students.

Chicago business leaders and personnel managers reporting on the quality of Chicago's public school system expressed what business wants from the school system:

> 1. The schools must provide children with basic skills: reading, writing, spelling, speaking, listening, and computing.
>
> 2. The schools must introduce children to the world of work, so they have reasonable exposure to a variety of career options and know the amount and kind of training and education needed to reach a career goal. Many businesses are already participating in some form of career education and are willing to do more.
>
> 3. Businessmen join others in holding the school accountable for their product. Results should be measurable, and where students' performance is not up to par, corrective steps should be taken. No new programs should be instituted without means to measure outcome and assess results. Further evaluation should be implemented for all existing programs and should be used to decide whether continued funding is warranted.
>
> 4. Much research is currently available which could be profitably applied to the schools, and it behooves the board to resist the "Band-Aid" approach to solving schools' problems by

> regularly studying its directions and long-term goals in light of such research.
>
> 5. Present resources can be more efficiently used.
>
> (Walberg & Sigler, 1975, p. 612)

A relationship between the school and community businesses and agencies can be set up on a one-to-one basis and through group arrangements, such as advisory committees and Industry-Education Councils. The role of the school is to inform employers and organizations of various school programs and the availability of students from these programs. The role of community businesses and organizations is to identify opportunities for part-time or full-time work and educational, work-related experiences for youth. The school generally takes the initiative in making arrangements. Community organizations cooperate with schools when they can see their efforts helping to improve future community citizens who will meet the needs of the organization. Business and community organizations should realize that participating students will not always be the best students. Yet, a cooperative arrangement gives the agency an opportunity to contribute to the development of skills and attitudes of potential employees.

Linkages between school and community businesses and organizations may be established through:

1. Increased personal contact.

2. Formation of an Industry-Education Council and Occupational Advisory Committees.

3. Sponsorship of a Resource Workshop to identify and gain understanding of community resources.

4. Contacts with local professional/trade associations to identify training opportunities for youth and sources of financial assistance.

5. Development of cooperative and distributive education programs in the community.

6. Development of a Junior Achievement program.

7. Joint sponsorship of career days and job fairs.

8. Use of mailed materials and local newspapers to describe the skills and placement needs of students.

9. Encouraging school personnel to speak at meetings of local service organizations.

10. Inclusion of local businessmen as speakers at faculty in-service sessions.

11. Awards to local industries and businesses for their efforts in student placement.

12. Arrangement of field trips to local businesses and industries.

(Walberg & Sigler, 1975, p. 612)

Increased contact among students, school personnel, and businessmen appears to be the key for increasing the placement options available to students.

Burt (1971) has enumerated several ways in which business, labor and community organizations assist schools to improve the relevancy of their curricular offerings. Some of his suggestions include:

1. providing personnel as resource teachers, club leaders, etc.
2. participating in curriculum development and content evaluation
3. offering industrial equipment, samples of materials and products
4. providing specialized or professional books, trade magazines
5. describing entry level jobs, skills and requirements

The Madison Public School system has established cooperative arrangements with local business, labor and community organizations through a Business Education Coordinating Council. Local Job Service, state apprenticeship councils and chambers of commerce can be useful in identifying persons or agencies to participate on these councils.

(d) Local Chamber of Commerce: Chamber of Commerce organizations are formed at the community, regional, state and national levels to provide a focal point for the private sector of the economy. Member industries, businesses, agencies and private organizations join together to represent private enterprise to local, county and state governments, to promote economic development within the area and increasingly, to work with educational systems. This latter area is a recent activity of the chambers partly in response to the Career Education movement in education.

Business and community involvement with education systems is expanding through cooperative agreements and coordinated efforts. One possible link is through Business and Education Coordinating Councils or Industry-Education Councils, as they are sometimes called. For example, the Greater Madison Chamber of Commerce is developing a non-profit corporation as a Business and Education Coordinating Council. The purposes of the Council are to develop communication between business and education, to cooperatively identify and support educational priority projects and programs, and to coordinate the forces of the public and private sectors with and for the educational system. The Council has adopted the following objectives:

1. To join together where possible the efforts and resources of business, education, government and labor to assure youth in the greater Madison area a fair and unbiased interpretation of the American enterprise system.

2. To encourage realistic career development and decision making for all students, and where possible, to support them in becoming effective participants in our social and economic system.

3. To provide an avenue of mutual cooperation so that business, education, labor and government can utilize the technology and first-hand experience of each other.

4. To support programs which provide equal status to all forms of continuing education.

5. To develop plans and programs to explain the American enterprise system and the role that business plays in our society to other groups such as employees, consumers, community thought leaders, government, the general public, and others.

(Memo of the Madison Area Business and Education Coordinating Council, February 5, 1975)

Local business and labor representatives have served as speakers at faculty in-service programs. The Council also plans programs for the exchange of resource personnel and field experiences for students and faculty members.

(e) Post-Secondary Education Institutions. Transition of an individual from one educational setting to another educational setting has traditionally occurred with relatively few problems. Personnel from one school have generally established communication and cooperation links with admissions or public relations offices of other educational institutions. More difficulty exists, however, for the individual who has left an educational setting and later seeks to return for additional education. Individuals leaving school should be instructed and counseled on how to return to school or how to enter other schools at any time in their future lives. Thus, placement should not be considered an immediate or one time activity, but should be viewed as a continuing process which may occur many times in one's future.

The services provided by colleges, universities, vocational-technical or proprietary schools are generally similar. Most post-secondary institutions:

1. Publish and distribute general information catalogs or bulletins on academic programs, courses of study, admission requirements, costs, and housing (for resident institutions).

2. Publish and distribute curriculum--specific catalogs or bulletins describing majors, degree requirements, certification requirements, career opportunities, etc.

3. Provide information pertaining to supportive services such as financial aids, on- and off-campus housing, counseling services, health services, minority student programming, etc.

4. Provide information on where school personnel and prospective students and parents can obtain additional information. Examples: toll-free telephone numbers, addresses of resource personnel, information clearinghouses, etc.

5. Participate in college day/night programs, career day programs, site visits, open-house programs, "speakers bureaus," in-school counseling and interview opportunities.

6. Offer in-service training in the areas of counseling techniques, educational planning, and career advising.

7. Sponsor short-term, workshop and conference programs.

The helpfulness attributed to college recruiters in career planning matters have been demonstrated to be inversely related to senior class size (Strong, et al., 1975b). This personal contact with a representative of the post-secondary institution perhaps serves to lessen the anxiety of those students who face the necessity of relocation to obtain further education. Students anticipating relocation may need information about housing, employment opportunities, and recreational organizations in the community. The representatives of the post-secondary institutions should also describe the counseling services available to students experiencing adjustment difficulties.

(f) Private Employment Agencies. Private employment agencies exist primarily as employment clearinghouses. Their survival is dependent on the number and types of placements they negotiate. Although these private agencies have been reported to be an effective method for locating employment in the clerical and managerial fields (U.S. Department of Labor, 1973), school personnel have demonstrated little interest in using their services for student placement. A "Survey and Analysis of Career Placement Activities" (Strong, et al., 1975b) in Wisconsin indicated:

1. Less than five percent of current for former high school and vocational technical institute students reported receiving placement assistance from private employment agencies.

2. Approximately 95 percent of the placements obtained by private employment agencies have been for clients over 20 years of age.

3. Over 70 percent of the school personnel providing occupational placement assistance indicated that they "never" coordinated their activities with personnel from private employment agencies. No other placement resource was so frequently mentioned in this context.

It would appear that the placement potential of private employment agencies has not been a factor in the career planning and placement of students.

Hoppock (1963) has suggested some techniques for using the resources available through private employment agencies in placement. He notes:

> Because the employment-agency business is sometimes fiercely competitive, some placement officers are understandably reluctant to reveal trade secrets, including the names of employers they serve. But most placement officers will be willing to indicate the kinds of jobs they find easy and hard to fill and the kinds of applicants they can and cannot place. Because the interest of any informant may sometimes be served by revealing only part of the truth, the counselor should accept all information gratefully but tentatively and check it against other sources at every opportunity. No information is perfect. No source is infallible. But excellent leads for further investigation may be obtained in a short time with little effort and almost no expense by calling on placement officers and employment agencies. (p. 11)

Additionally, some larger employment agencies have developed audiovisual materials for training in job-seeking skills and will participate in school staff development programs.[1] Entry to some local job openings necessitates registration with private employment agencies. If students are to have access to all available placement opportunities, school personnel need to prepare students to wisely discriminate when involvement with a private employment agency may be in their best interests.

---

[1] Personal correspondence with Lennart Nyberg, President, Dunhill Personnel of Dane County, Wisconsin.

Selection and Implementation of Program Objectives

A local needs assessment survey is crucial to the determination of program objectives for the Career Placement Delivery System. Because the success of the CPDS is largely dependent on the support of community, family, students, and staff, the educational needs assessment technique reviewed by Popham (1975, pp. 65-69) appears to be a valuable approach. In the educational needs assessment model, objectives are determined through a *preference assessment* and a *competency assessment*. An educational need is determined by the following approach (Popham, 1975):

Desired Status of Learners	minus	Current Status of Learners	equals	An Educational Need

To determine the desired status of learners, a list of possible program objectives is presented to key respondent groups. In the case of the placement program, these groups might include current and former students, parents, school personnel, employers, formal placement providers, and admissions officers. These various groups are then asked to rate the objectives in terms of importance. The ratings of various groups may be differentially-weighted if those performing the survey decide that the opinions of certain groups should be given greater credence. Again in the example of the CPDS, former students' opinions regarding preferred objectives may be weighted somewhat more heavily than current students' opinions because of their greater exposure to career decision-making opportunities. The end product of the preference assessment is a ranking of the various proposed objectives to determine a "desired" status for learners.

A competency assessment is also performed to determine the degree to which students currently possess the desired competencies, i.e., meet the competency requirements for the various program objectives. For example, if one of the program objectives is for eleventh grade students to answer 95 percent of typical application blank questions, the students are tested against this criteria. The competency level of the student group, i.e. the percentage of students who successfully meet the criterion, is determined. This procedure is followed for each of the objectives. Implied in the procedure is the need to define objectives in terms of competency based measures.

The preference and competency assessments are compared to select program objectives. One or the other measure may be given greater attention depending on the philosophy of those making decisions for the Career Placement Delivery System. Since, to some extent, the placement effort will be an innovative program, it may be advisable to initially view the preference assessment as a general measure of program support, but place greater emphasis on the competency assessment for the selection of particular program offerings. The interested reader can locate additional information on educational needs assessment in James Popham's book, Educational Evaluation.

The difference between desired and actual competencies should form the basis for CPDS program objectives, but the "audit trail" is not this simple. The program objectives may also be influenced by the availability of competent personnel, the results of the Community Resource Survey, the degree of commitment of various provider groups, and budget. However, the influence of these variables should primarily be on the selection of techniques for meeting objectives rather than on the actual selection of program objectives. A greater danger in the selection of program objectives involves the initial bias of the surveyor in asking questions of users. For example, those who feel strongly that students fail to acquire suitable placement due to lack of marketable skills may submit objectives related to occupational competency. Those who value counseling may focus objectives on planning and decision-making skills. To lessen the effects of such possible biases, the Career Placement Model offered in this report suggests two major objectives and several sub-objectives which can be used as a basis for constructing a needs assessment survey and a determination of behavioral competencies. Although these objectives have been generated from a systematic research attempt, they are still only "best guesses" as to the needed objectives. Their appropriateness in a given school district or for a given population of students must be demonstrated. These objectives are most effective when viewed as testable hypotheses.

In order that each user of the placement services can accomplish an orderly transition to the next desired level of career preparation, procurement, or advancement, the following minimum objectives appear to be necessary.

1. To provide the necessary instructional and guidance services to ensure that each user:
    a. Has formulated a career identity as an integral component of the self-concept
    b. Can determine and develop appropriate career planning strategies
    c. Possesses the necessary preparation and experience for entry into or progression within at least a cluster of occupational options
    d. Can utilize alternative educational, occupational, or community resources for the implementation of career plans
    e. Can critically re-evaluate and/or change career pathways
2. To increase the career placement options available to users through environmental intervention

Each of these objectives is discussed in detail on the following pages. Student behavioral competencies are specified and techniques for providing these competencies and evaluation criteria are also presented. Briggs (1973), Hoppock (1963), Richter (1974), Brammer (1973), and Layman, et al. (1972) were consulted in the selection of suggested activities and evaluation procedures. Additional programs are described in Appendix B-1 to B-5: The Wisconsin Occupational Information System (WOIS) and Employability Skills-A Job Placement Education Program.

A. TO INCREASE THE CAREER PLACEMENT OPTIONS AVAILABLE TO STUDENTS THROUGH STUDENT DEVELOPMENT

OBJECTIVE 1 The student is able to formulate a career identity within his or her self-concept.

Self exploration should correlate with occupational exploration (Pritchard, 1970). Career identity is an interpretation and perspective of an occupational role based upon individual needs, interests, abilities, aptitudes and personality.

Sub-Objectives	Suggested Activities	Evaluation
1.1 The student is able to appraise wherever possible, personal needs, interests, achievements, evaluations and values that portray his or her self-concept.	1. Self inventory questionnaire: to help students know their strengths and weaknesses, to demonstrate the value of self-assessment, to help them expand and develop interests and abilities. For example: a) List school subjects you liked best/least and reasons why. b) List and explain your abilities, talents, or strong points/weak points. c) What satisfaction/dissatisfaction do you receive from work you do? Why? d) What are a few of your personal goals, ambitions? 2. Interest/Aptitude/Skill Measurements a) Explain the tests, concepts of measurements, meaning of the results, how to use the information. b) Encourage comparison of present self-concept with ideal image of oneself. Example tests: Kuder Preference Inventory, Strong Occupational Interest Blank, Ohio Vocational Interest Survey, Job Service General Aptitude Test Battery (GATB)	1. Review of student self inventory questionnaires by career advisors, counselors or classroom instructors should show that the student is able to: a) give accurate description of personal characteristics b) realistically assess individual self-concept through valid interpretation of interest, aptitude and skill measurements c) formulate tentative career preferences - has the student established basic awareness of occupational and educational requirements required of the placement sought? 2. The student should be able to describe the general purpose and use of test measurements, and how to apply the results to career decisions and plans. Students should have a copy of scores and test results for their personal use.
1.2 The student is able to explore and examine career options which relate to his or her career identity in terms of interrelating personal traits to occupational requirements: skill and knowledge requirements, work conditions, life styles.	1. Personality and character traits related to various work environments a) discussion of desirable work traits b) use of personality checklists c) development of personal profile: recording for personal use - school records, ratings, scores, grades, personal reflections, autobiography log of personal experiences, etc.	1. The student is able to describe characteristics and traits desired by employers or educators in the placement being sought. The student is able to evaluate the degree to which he or she meets these "requirements" by use of test scores, past experiences, or other means. 2. The student is able to demonstrate use of several resources in describing career decisions and plans.

Sub-Objectives	Suggested Activities	Evaluation
	2. Library Tour, Career Center or Placement Center tours: to familiarize students with resource personnel and materials for individual career and personal exploration. a) Occupational Outlook Handbook b) Dictionary of Occupational Titles c) Information Systems: Vital Information for Education and Work (VIEW), Guidance Information System (GIS II), Computerized Vocational Information System (CVIS) and others which might be available	
1.3 The student is able to distinguish differences between avocational interests or activities and career development, and is able to describe a rationale incorporating the values of both.	1. Exploring and evaluating reasons why people work a) importance to individuals (monetary gain, recognition, accomplishment, satisfaction, security, etc.) b) importance to the community 2. Discovering reasons why others work a) observations of others (films, slides, visitation) b) conversations with others (family, friends, others)	1. The student is able to describe a rationale upon which to base further career planning.

OBJECTIVE 2 The student is able to determine and develop appropriate career planning strategies.

Career planning is never a binding decision, but becomes a process of continual assessment, implementation, and reassessment throughout an individual's lifetime. More important than the tentative occupational preferences of a student are the decision-making processes utilized in making and testing these career choices. Career planning for students requires they have access to information and the opportunities to test or measure decisions they have made. Progress towards effective decision-making includes assessment of personal qualifications and aptitudes, selection of tentative goals, testing of goal achievement and evaluation or reassessment.

Sub-Objectives	Suggested Activities	Evaluation
2.1 The student is able to demonstrate decision-making processes in formulating career options: assessment, testing and evaluation.	Train students in decision-making processes; provide opportunities for decision making; provide evaluation and feedback of the outcomes of decisions.	The student is able to describe alternative career options and is able to demonstrate appropriate decision-making processes: assessment of present status, assessment of change in status, evidence or testing of achievements, decisions and finally evaluation and reassessment of new status.

Sub-Objectives	Suggested Activities	Evaluation
2.2 The student is able to describe alternative education or training pathways which lead to personal career goals.	1. Assessing career options - student explores tentative career options, entry level and advancement requirements a) uses Volume II of Dictionary of Occupational Titles to explore occupational choices, then Volume I for descriptions of occupations. b) review Occupational Outlook Handbook for career description and employment prospects 2. Career assessment categories to be considered: employment or entrance prospects; nature of the work or educational program; work or learning conditions; qualifications and requirements to be met; union or membership expectations; preparation, training or education requirements; advancement and promotion opportunities; benefits and special features; earnings or certification received; location; reputation of company or institution.	The student is able to describe alternative career options and is able to describe a rationale which supports the choice of these options based upon personal qualifications and goals which meet the requirements of the career choice.
2.3 The student is able to describe a relationship of self-assessment, preparation, application and reassessment as a continuing process of personal career planning and development.	1. Case history analysis a) use of real or fictitious case histories of persons in education and employment, especially changes into and use of both in career development b) use of school follow-up data to give information relating to occupations and education former students enter, major opportunities available to students, other interests of former students 2. Personal contact with former students through a class project which contacts former students (follow-up questionnaire, or personal contact of friends)	The student is able to relate personal career plans to the career development histories of others. The student should be able to describe the continuing decision-making process which occurs in the lives of others and relate this process to possibilities within his or her own life.
2.4 The student is able to describe various techniques of career advancement within a career area.	1. Course on careers and career development a) exploration of career alternatives b) nature of career alternatives c) outcomes of career alternatives d) techniques of career advancement 2. Use of information systems (previously listed)	The student has studied several career options through individual study or a course on careers and is able to describe techniques of career advancement, e.g. promotion, changing employment, return to education, additional training, etc.
2.5 The student is able to describe a sequential plan for accomplishing career goals.	1. meetings with career advisors and guidance staff 2. "autobiographical" sketches written for English class 3. simulation exercises - role playing, group demonstrations	The student is able to describe a sequential plan for accomplishing career goals.

OBJECTIVE 3 The student possesses the necessary preparation and experience for entry or progression in several career pathways.

Many experiences, in-school and out-of-school, help prepare students for entry into further education, an occupation or special placement. Students need to be able to relate experiences, courses, work skills and personal learning to their career plan. They need to be able to show this background as credentials fitting the requirements of employment or continued education and further training.

Sub-Objectives	Suggested Activities	Evaluation
3.1 The student possesses or is developing knowledge and skills that meet entry level requirements of the placement sought.	1. The student is enrolled in a curriculum which provides necessary preparation towards graduation and which meets entry level requirements for further education, training, employment or special placement alternative. 2. The student participates in extra-curricular activities which relate directly or indirectly to a career pathway e.g. part-time work, club activities, additional learning activities outside of the school curriculum.	A review is made of the student's course selection and extra-curricular activities in terms of the potential placement opportunities/barriers they suggest.
3.2 The student is able to compile a record of course work, educational and/or work experiences, training programs, extra-curricular activities relevant to personal career goals.	1. The student is given scores, grades, test results, performance ratings which may be kept for personal records and use. 2. The student begins to develop a record of work and educational experiences appropriate to a career preference area. 3. The student obtains necessary licenses or certification to validate competencies.	Review of the Students Career Progress Record[1] to determine if a variety of suitable placement options have been enumerated by the student.
3.3 The student is able to demonstrate personal credentials through various techniques: application forms and letters, resume, interview skills, performance and proficiency demonstrations.	1. The student learns how to fill out application forms, write letters of application, formulate and revise a resume. 2. The student is taught effective interview skills, and how to demonstrate personal skills and performance proficiencies when required. (These may be incorporated into an employability skills course or careers program and are not necessarily restricted to employment aspects, e.g. application for college, entrance exams for schools, etc.)	The student can accurately complete a variety of application blanks and can demonstrate appropriate interview behavior. She or he can also write a letter of inquiry and develop a resume.

---

[1] Discussed on page 61.

OBJECTIVE 4 The student is able to utilize alternative educational, occupational or community resources in the implementation of career plans.

The student should learn to gain independence from school services through utilizing the wide range of additional communtiy services and agencies. The student becomes, therefore, a self-serving entity. With knowledge of himself and knowledge of the environment around him, the student is able to seek out numerous resources that are able to help resolve his personal needs and problems. Community-wide resources are available to the student's present and future needs, if these resources are known and sought by the student. Placement, which is seen as re-occuring throughout life, occurs best when the individual is able to utilize as many options as he can locate by himself and with the assistance of others.

Sub-Objectives	Suggested Activities	Evaluation
4.1 The student can describe several community resources that assist with or provide educational, occupational or special placement opportunities for the student. 4.2 The student is able to locate information resources such as library materials, college and post-secondary school catalogs, employment and agency brochures which provide placement information.	1. Organize a community resources day which allows agencies and organizations in the local community to display their materials and explain their services. 2. Develop a course or community resource manual which describes the services of various community agencies such as: library services, personnel and company employment offices, school placement or career office, Job Service, Federal Government Job Information sources, city and county personnel offices, use of newspaper and telephone yellow pages, private employment agencies, community service organizations, Division of Vocational Rehabilitation, Chamber of Commerce, private employment agencies. 3. Field trips 4. A placement or career center should be provided by the school to assist students in locating and using information related to career counseling and placement.	1. The student can list: a) three community agencies which provide career placement assistance as well as give the location of three agencies and describe their eligibility requirements b) the career planning and placement resources available through the CPDS c) the major sources of listings of available jobs in the community. 2. The student can describe the potential contribution various community and school agencies can make in implementing his or her career plans. 3. The student can identify by "job title" key contacts for educational placement assistance.

OBJECTIVE 5 The student is able to critically re-evaluate and/or change career pathways.

Every placement is considered transitional to the next placement posture, even for position changes within a single occupational area. The ease and success to which this transition occurs will depend largely on how capable the individual is at re-evaluating himself in terms of the requirements and conditions on his life. While other people and services may be available to assist the individual, each person must be able to make decisions based upon his own needs and goals. Students must begin to realize that they have influence in directing their own career destiny. What they know of themselves and their environment becomes the foundation from which to make changes in their lives.

Sub-Objectives	Suggested Activities	Evaluation
5.1 The student is able to give an appropriate description of individual career progress.	The student should be given opportunities to display or describe personal career identity in relation to potential barriers. **Examples:** projection exercises which emphasize future problem areas in career development; evaluation of past experiences and of changes already made in career plans. Group sessions.	The student can describe various personal or environmental factors which might suggest the need for a re-evaluation of career planning (e.g. financial difficulties, marriage, children, disability, etc.)
5.2 The student is able to describe alternative career pathways possible within his or her lifetime and to suggest necessary changes.	1. Group guidance and discussion sessions on matters of career options, changes and techniques of personal adjustment 2. Discussion of life development processes: vocational development, personal development, sex differences 3. Role playing, gaming techniques, simulation exercises	The student can describe alternative career strategies that may be used if present needs and goals change. The student can discuss the interrelationship of career placement and life style.
5.3 The student can describe with examples, personal abilities and level of confidence in being able to make periodic self-assessment, assessment of career plans and the ability to resolve personal difficulties whenever they might occur.	1. Instruction in assessing self and goal achievement 2. Instruction in coping skills (e.g. as part of social sciences curriculum) 3. Reinforcement of persons and agencies available to help resolve problems. 4. Real experience opportunities (e.g. work, participation programs.	The student is able to give indication of making realistic judgments and actions based on situations and consequences--not on hunches.

B. TO INCREASE THE CAREER PLACEMENT OPTIONS AVAILABLE TO STUDENTS THROUGH ENVIRONMENTAL INTERVENTION

This is the second major objective of the placement model. This objective generates several sub-objectives, several of which relate to content discussed elsewhere in the volume. Some of these sub-objectives and possible activities and evaluation criteria are presented below.

Objectives	Suggested Activities	Evaluation
1. Increase the cooperation between CPDS personnel and formal placement providers.	1. Inclusion of resource personnel on advisory committees and/or task forces 2. Development of cooperative written agreements with resource personnel 3. Development of referral procedures	1. Number of students receiving services and nature of services rendered 2. Degree to which provisions of cooperative agreements were met
2. Increased contact between students and formal placement providers	1. Implementation of referral procedures 2. Field trips 3. Recruitment of speakers 4. Inclusion on advisory committees 5. Career days, job fairs, etc.	1. Frequency of visits of formal placement providers to school 2. Number of contacts between students and formal providers off-campus
3. Increased contact among employers, training institutions, and students	1. Advisory committees, task forces, etc. 2. Job fairs, career days, etc. 3. Interviewing demonstrations 4. Instruction by completing application procedures 5. Provision of on-the-job training possibilities	1. Increase in the variety of career pathways students can describe 2. Increase in variety of career pathways pursued by students
4. Increase the information available to parents in career planning and placement	1. Home visits, telephone contacts between CPDS personnel and parents 2. Opening the facilities of the Career Center for parental use 3. Advisory committees, task forces 4. Use of parents as volunteers in CPDS program 5. Newsletters or brochures to parents	1. Greater support among students, parents, and CPDS personnel for the career pathway selected
5. Reduction of the barriers students encounter due to inappropriate hiring or admission practices	1. Identification of the hiring and admission standards of local employers and training institutions	1. Removal of inappropriate practices

The CPDS personnel may find it helpful to develop an individualized Career Progress Record to assess student status in terms of the program objectives. This record may, in fact, be an integral component of the needs assessment activities. It is also essential in adopting program offerings to individual needs. As mentioned earlier the Career Placement Delivery System must maintain the flexibility to meet the needs of all students. Although all students will not need all services, each student's unique placement needs must be met.

To meet the career placement needs of each student requires that those participating in career advising activities have the following minimal information:

1. a statement of the student's long range career goals and the intermediate steps which must be accomplished to achieve these goals;

2. an analysis of the compatibility of the student's personal characteristics to the career goals;

3. an assessment of the student's placement-securing and maintaining skills; and

4. an assessment of the student's ability to meet the prerequisites for entry to the chosen career pathway.

The Wisconsin Division of Vocational Rehabilitation has developed an "Individualized Rehabilitation Program" form to be used by counselors in monitoring the progress of clients toward achieving suitable placement (Appendix A). Although much of the content of this form is primarily applicable to handicapped clients, it reflects several principles which should be incorporated in the development of a career progress record for use with students. The form includes a checklist for detailing the service needs of clients as well as detailing responsibility for meeting these needs and the date when services are to be commenced. In this manner, all service recommendations are accompanied by the procedures for insuring their implementation. It also contains a section for evaluating the placement obtained by the client. Including an evaluation section on the Career Progress Record will necessitate the completion of follow-through procedures for each student. The evaluation section can also assist career advisors gain insight to the hidden variables effecting placement which they may not have previously considered. An example of a Career Progress Record incorporating these principles at the high school level appears in Figure 12.

Figure 12

Individualized Career Progress Record

Student name: ______________________________ Age: ________

Social security number: ______________________ Grade level: ____

Section 1: Career Goals

a. Long term career goal:

1. Check appropriate area(s) of interest

___ agriculture, abribus. and natural resources
___ business and office
___ communication and media
___ construction
___ consumer and homemaking education
___ ecology and environment
___ fine arts and humanities
___ health occupations
___ manufacturing
___ marine science
___ marketing and distribution
___ personal services
___ public service
___ recreation and hospitality
___ transportation
___ other (specify) ______________________________

2. Specific career options considered:

	1st choice	2nd choice	3rd choice
1. Career goal			
2. Entry requirements or steps which must be accomplished prior to entry (diploma, proficiency tests, skills, age, etc.)			
3. High school activities related to meeting entry requirements (e.g. courses taken, extracurricular activities, co-op experiences or work study)			
4. Non-school activities relating to meeting entry requirements (e.g. work experience, voluntary work, self-study)			

	1st choice	2nd choice	3rd choice
5. Post-secondary plans for meeting entry requirements (e.g. college courses, courses at public or private vocational-technical institute, apprenticeship, etc.)			
6. Problems or barriers anticipated in achieving these goals (e.g. financial, relocation, opportunities available, etc.)			

Section 2: Compatibility of Student's Characteristics With Career Goals

a. Aptitude and achievement information: ____________________

b. Personality: ____________________

c. Interests: ____________________

d. Medical: ____________________

e. Social: ____________________

f. Vocational: ____________________

Section 3: Placement Securing and Maintaining Skills

Check each area in which student has demonstrated proficiency:

a. Placement securing skills

___ interviewing skills
___ written application procedures
___ locating placement opportunities

b. Placement-maintaining skills

___ punctuality
___ ability to follow directions
___ appropriate social behavior in peer situations
___ appropriate response to supervision
___ adaptability
___ enthusiasm
___ meeting attendance demands
___ ability to work independently
___ ability to work cooperatively
___ ability to meet deadlines

Section 4: Developmental Plan

Intermediate placement needs	Designation of personnel or agency responsible for implementation	Date of program completion
Aptitude testing	__________	______
Achievement testing	__________	______
Personality evaluation	__________	______
Job tryout or work experience	__________	______
Interest inventory	__________	______
Written materials regarding placement options	__________	______
Career days	__________	______
Job fairs	__________	______
Field trips	__________	______
Course on careers	__________	______
Information on placement opportunities	__________	______
Career counseling	__________	______
Personal adjustment counseling	__________	______
Life-style counseling	__________	______
Parental counseling	__________	______
Training in application and interview procedures	__________	______
Training in appropriate placement maintaining behaviors	__________	______
Specific skill training	__________	______
Intermediate placement needs	__________	______
Placement solicitation	__________	______
Placement development	__________	______
Referral to placement agencies	__________	______
Referral for ancillary services specify: __________	__________	______

Signed: ________________ ________________
Career Advisor Student

________________ ________________
Date Date

Section 5 To be completed after the student has left the school setting.

Career placement obtained: ______________________________

Was the placement compatible with the previous plans developed with the student? ______________________ If not, why? __________
____
____
____

Sources of assistance used in locating and acquiring this placement:
____________________ ____________________
____________________ ____________________
____________________ ____________________

Section 6

Post placement services provided?

____
____
____

The Career Center

Many schools may find it desirable to convert a classroom into a "Career Center" as illustrated in Figure 13. The existence of the Center serves several purposes. It:

1. provides greater visibility for the placement effort both to students and staff;
2. provides a central clearinghouse for career information and placement notices;
3. provides a meeting place for advisory committee meetings and for interviewers;
4. promotes increased contact between placement service providers and students; and
5. emphasizes the placement effort.

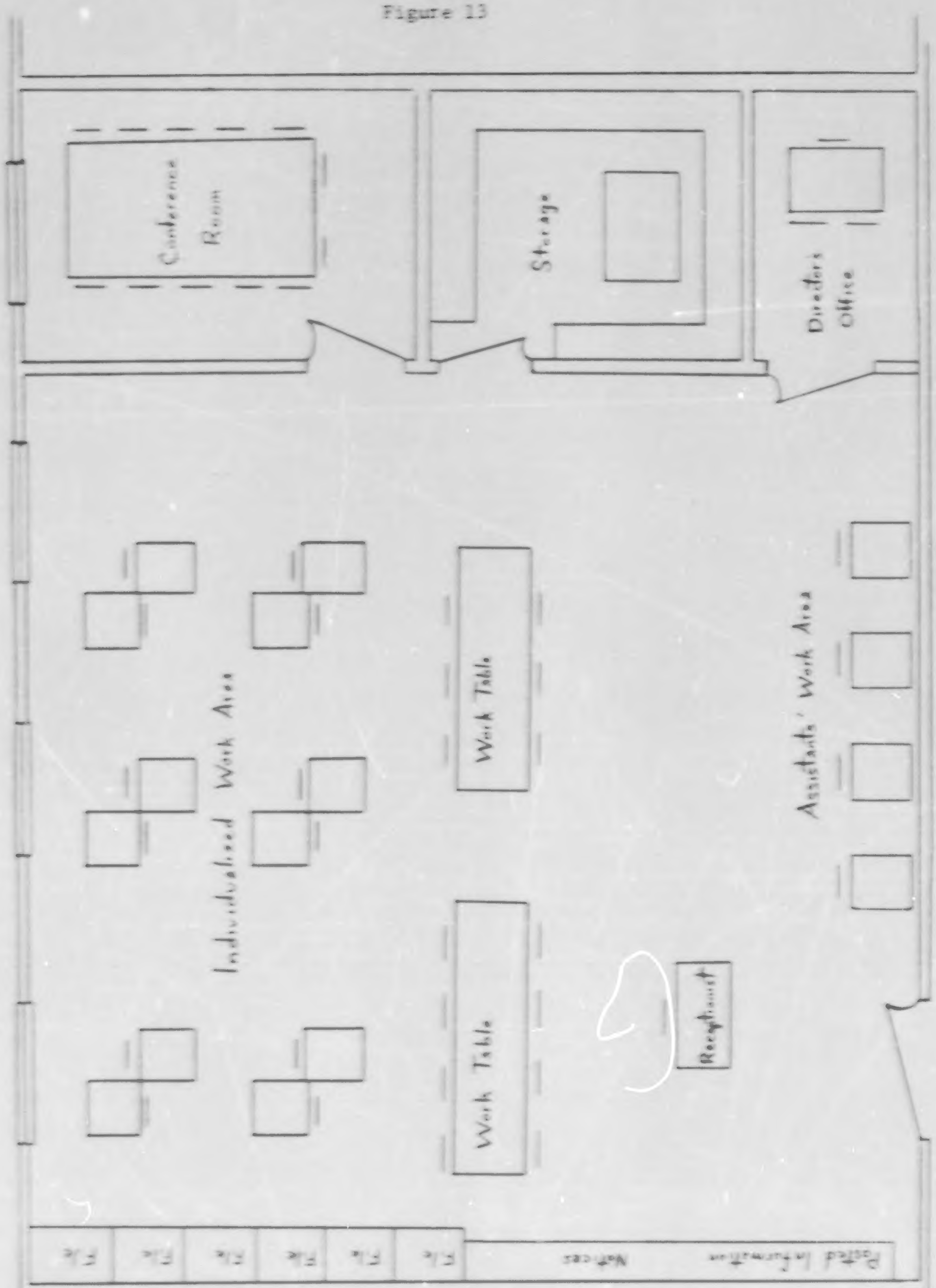
The Center would be similar to a resource center where students are encouraged to work in small groups or individually at carrels. Notices of local placement opportunities as well as state Civil Service bulletins could be posted for all students to review. Tuition changes or program offerings at local educational institutions could also be posted. If a computerized career guidance system is being used by the school system, it could be located here. A location near the guidance office or library may encourage greater use and exchange of materials.

The Center staff might include a receptionist and several student aids. A receptionist-secretary would probably be essential to direct students to resources, handle telephone inquiries and correspondence, maintain the files, and post information received. Students should also be encouraged to participate in the Career Center operation. Student participation would lead to greater discussion with peers, and hopefully would increase student understanding of the Center's mission and services. Additionally, advisory committee members visiting the Center would have more direct exposure to the student population. Negley (1975) has underlined the importance of active student participation and has suggested the following areas for this participation:

> A. Community survey of jobs.
> B. Organization of field trips, speakers, audiovisual aids and resource materials.
> C. Newsletters, bulletin boards and displays.
> D. Records and keeping job data up-to-date.
> E. Clerical office work.
> F. Career club organization and operation.
>
> (p. 8)

Students would also be in a position to have greater access to firsthand information on the factors influencing placement opportunities. Probably the most important reason however, for student participation is to serve as a constant reminder to those involved in the Career Placement Delivery System that the individual student remains their essential concern.

Figure 13


Conference Room
Storage
Directors Office
Individualized Work Area
Work Table
Work Table
Assistants' Work Area
Receptionist
File
File
File
File
File
File
Notices
Posted Information

Evaluation of the Career Placement Delivery System

In a dynamic Career Placement Delivery System, an evaluation component must incorporate feedback information for improvement. Spaniol (1975) has defined program evaluation as "a systematic, continuous process of providing information about the value or worthwhileness of a program for purposes of decision-making" (p. 2). In the CPDS, a systematic assessment of the worth of the placement services must be made. Did the services meet the needs of the students? Have students been successful in meeting their transitional placement goals? What has been the impact of the program on students, community, school, etc.? What components of the CPDS need improvement? Where are new procedures or techniques indicated? The purpose of evaluation, therefore, is to complete the cycle begun with planning and installation of the model.

Figures 8 through 11 have illustrated the scope of the evaluation procedure. Evaluation must occur throughout the procedure and on both an individual and group level. The essential questions in the evaluation procedure include:

1. To what extent are the purposes of the CPDS consistent with the overall philosophy of participating institutions or agencies?
2. Have appropriate objectives been selected for the CPDS?
3. Were the techniques selected for implementing the objectives successful?
4. Can the community resource survey and needs assessment survey be improved?
5. Did the advisory committee achieve the goals enumerated?
6. Did the CPDS meet individual student guidance and career placement needs?
7. Were the terms of the cooperative agreements established between institutions met?
8. Did students achieve transitional placements consistent with their pre-selected career pathways?

In essence, each decision made is evaluated in terms of its contribution to the overall mission of the system.

The evaluation procedure will be facilitated to the extent that measurable behavioral objectives have been specified. Those providing career placement services need to focus on identifying and developing student and community behaviors which contribute to the successful placement of students. A comprehensive needs assessment survey is crucial in the identification of these behaviors. Furthermore, the evaluation process needs to be continuous if it is to be sensitive to changes in needed competencies.

Summary

To implement a Career Placement Delivery System for use by secondary schools and post-secondary institutions granting less than a baccalaureate degree requires essentially ten steps. These steps have been enumerated as follows:

1. The potential users of the placement service are identified.
2. The behavioral competencies needed by these students to obtain desired career placements are specified.
3. The students are assessed in terms of the specified competencies and needs.
4. The community and school are surveyed as to existing resources which can provide services to students for acquiring competencies and placement opportunities.
5. Objective priorities for the Career Placement Delivery System are established.
6. The personnel coordinating the Career Placement Delivery System determine what mix of services and personnel can most effectively and efficiently meet the sub-objectives.
7. Responsibilities for specific programs are assigned and outcomes specified.
8. Program evaluations in terms of sub-objectives are made and necessary revisions implemented.
9. The overall objective of the program, i.e. its success in meeting students' transitional placement needs, is evaluated via a follow-up procedure involving all users.
10. The Career Placement Delivery System is evaluated in terms of its compatibility with the major goals of the school. Does the program enhance the efforts made by the school to achieve its other program objectives?

Although the specific program objectives and priorities will vary in different schools and different communities, these steps appear to be the prerequisites for an effective placement program. Guidelines for accomplishing each of these core activities have been suggested in this section.

Central to the success of the Career Placement Delivery System is the enlistment of total community support. Students' placement needs can only be met if the resources of the community are made available to them. The school personnel involved in the CPDS will need to seek the cooperation of parents, employers, placement agency representatives, labor organizations, and service groups if they are to be successful in achieving the objectives of maximizing the placement options available to students and student independence in securing suitable placement. They will also need the cooperation of the entire school staff. Each person must understand the "gatekeeping" function school's have come to assume. In turn, they must accept the responsibility for the effect of their personal "gate-keeping" activities on student career options. School and community support, however, will be insufficient unless student involvement is also sought. The placement program must remain student-centered and focused on meeting the needs of each individual student. This objective requires that communication channels be developed between students and those concerned with meeting their transitional placement needs. It implies that student participation in the development and operation of the Career Placement Delivery System is essential. Community, staff, and student commitment appears to be the key to the successful implementation of a placement program.

Appendix B has been included for those involved in the development of placement programs. It contains further information on resources and readings available in the field of placement.

BIBLIOGRAPHY

American Personnal and Guidance Association. "The counselor's role in career education." A position paper, April 1974.

Anderson, L. & Stahl, E. Employability changes of the high school dropout over a two-year period. *Vocational Guidance Quarterly*, 1970, *18*, 289-292.

Brammer, L.M. *The helping relationship - process and skills*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1973.

Briggs, P.W. *Occupational information program job service development service advisor and counselor guide*. Cleveland, Ohio: Cleveland Public Schools, January 1973.

Burt, S.M. *Strengthening volunteer industry service to public education: A basic manual for school administrators and business executives*. Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research, September 1971.

Campbell, R.E., Walz, G.R., Miller, J.V., & Kriger, S.F. *Career guidance: A handbook of methods*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

Edwards, A.M. & Whitcraft, C.J. Vocational services agencies and the disadvantaged. *Vocational Guidance Quarterly*, 1974, *23*(1), 49-53.

Egermeier, J.C., Twyman, J.P., Hornbostel, V.O., & Wallace, G.R. Job successes of former school dropouts. *Vocational Guidance Quarterly*, 1968, *17*, 91-96.

Erickson, F. Gatekeeping and the melting pot: Interaction in counseling encounters. *Harvard Educational Review*, 1975, *45*(1), 45-68.

Goldhammer, K. & Taylor, R.E. *Career education: Perspective and promise*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Herr, E.L. & Cramer, S.H. *Vocational guidance and career development in the schools: Toward a systems approach*. Boston: Houghton Mifflin Company, 1972.

Hoppock, R. *Occupational information*. New York: McGraw-Hill Book Company, Inc., 1963.

Kaufman, J.J., Schaefer, C.J., Lewis, M.V., Stevens, D.W., & House, E.W. *The role of the secondary schools in the preparation of youth for employment*. University Park, PA: Pennsylvania Institute for Research on Human Resources, The Pennsylvania State University, February 1967.

Layman, R.M., Franchak, S.J., Gingerich, G.E., Harrold, K.R., & Turner, R. *School-based job placement service model: Phase 1, planning*. Final report. Harrisburg, Pennsylvania: Pennsylvania Department of Education, Bureau of Vocational, Technical and Continuing Education, June 1972.

Lehrmann, E. *Student follow-up report*, 1972-1973. Madison, Wisconsin: Wisconsin Board of Vocational, Technical and Adult Education, 1973.

Madison Area Business and Education Council, Memo, February 2, 1975.

Marland, S.P., Jr. Career education now. In K. Goldhammer & R.E. Taylor, *Career education: Perspective and promise*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972, 33-41.

McCarty, V.V. *Job placement*. Atlanta, GA: Atlanta Public Schools and Georgia Department of Education, n.d.

National Association for Industry-Education Cooperation. "Tentative training curriculum for officials responsible for establishing and conducting a school system-based job placement services program for school-aged youth." Washington, D.C., September 1974.

National Association for Industry-Education Cooperation. *Industry-education councils, a handbook*. Buffalo, New York, n.d.

National Vocational Guidance Association. Suggested guidelines for further coordination of educational institutions and employment services. *Vocational Guidance Quarterly*, 1965, *13*, 215-220.

National Vocational Guidance Association & American Vocational Association. *Career development and career guidance: A joint position paper*, 1973.

Negley, H.H. *Job placement primer*. Indiana Department of Public Instruction, 1975.

Office of Employment Services Administration, United States Employment Service. *Balanced payment formula for measurement of Employment Service program performance and allocation of Title III ES funds to states: Staff handbook guidelines and procedures*. Washington, D.C.: U.S. Department of Labor, 1974.

Ohio Center for Vocational and Technical Education (CVTE). *Conceptualization of prototype placement program*. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, 1973.

Ohlsen, M.M. *Guidance services in the modern school* (2nd ed.). New York: Harcourt Brace Jovanovich, Inc., 1974.

Perrone, P.A. & Lins, L.J. *Research Report: Post Secondary Activities of 1968 High School Seniors*. Madison, WI: Coordinating Council for Higher Education, December 1970.

Peters, H.J. & Farwell, G.F. Guidance: A developmental approach (2nd ed.) Chicago: Rand McNally & Company, 1967.

Popham, W.J. Educational evaluation. New Jersey: Prentice-Hall, Inc., 1975.

Prairie View A & M University. Job placement services: A suggested model for implementation. Texas: Prairie View A & M University Press.

Pritchard, D.H. The occupational exploration process: Some operational implications. Personnel and Guidance Journal, 1962, 40, 674-680.

Richter, D.J. Occupational essentials: Skills and attitudes for employment (3rd ed.). Rockford, Illinois: H.C. Johnson Press, Inc., 1974.

Schlesser, G.E. A study of innovation and change in education: The regional university-schools research and development program. Charles F. Kettering Foundation and Colgate University, 1971.

Silberman, C.E. Crisis in the classroom. New York: Vintage Books, 1971.

Sinick, D. Occupational information and guidance. In Guidance Monograph Series, Series IV: Career Information and Development. Boston: Houghton Mifflin Co., 1970.

Spaniol, L. A model for program evaluation in rehabilitation. University of Wisconsin: Regional Rehabilitation Research Institute, 1975.

Spradley, J.P. Career education in cultural perspective. In L. McClure & C. Buan (Eds.) Essays on career education. Portland, Oregon: Northwest Regional Educational Laboratory, 1973, 3-18.

Straus, M.A. Societal needs and personal characteristics in the choice of farm, blue collar, and white collar occupations by farmers' sons. Rural Sociology, 1964, 29, 408-425.

Strong, M.E., Boss, R.D., Kosmo, S.J., Nelson, E.S. & Hammerstrom, W.A. Review and Synthesis of Job Placement Literature. University of Wisconsin-Madison: Center for Studies in Vocational and Technical Education, 1975 (a).

Strong, M.E., Boss, R.D., Kosmo, S.J., Nelson, E.S. & Hammerstrom, W.A. Survey and Analysis of Career Placement Activities. University of Wisconsin-Madison: Center for Studies in Vocational and Technical Education, 1975 (b).

U.S. Department of Labor. Job finding survey. Washington, D.C.: Bureau of Labor Statistics, January 1973.

Walberg, H.J. & Sigler, J. Business views education in Chicago. Phi Delta Kappan, 1975, 56(9), 610-612.

Wasil, R.A. "Accountability communication coordination." Akron, Ohio: Akron-Summit County Public Schools, Placement Department, n.d.

APPENDIX A

DIAGNOSTIC & EVALUATIVE FACTORS REPORT - CONFIDENTIAL
DVR-5A

INDIVIDUALIZED REHABILITATION PROGRAM
DIVISION OF VOCATIONAL REHABILITATION

☐ VOCATIONAL REHABILITATION SERVICES
☐ EXTENDED EVALUATION SERVICES

PREPARE THIS REPORT FOR CLIENTS ACCEPTED FOR VOCATIONAL REHABILITATION SERVICES OR EXTENDED EVALUATION SERVICES. PLACE IN CASE FILE AS A PERMANENT RECORD.

Client Name - Last, First, M.I.	Client Number

Medical

Social

Psychological

Vocational

Prepared by	Date

A-2

CLIENT REHABILITATION PROPOSED PROGRAM
DVR 5-B

INDIVIDUALIZED REHABILITATION PROGRAM
DIVISION OF VOCATIONAL REHABILITATION

Complete this form at least once each year, more often if significant changes occure in program. Submit minor program changes on amended Client Program, form DVR 5-D. Give Yellow Copy to Client. If more space is needed attach additional sheet.

Client Name — Last, First, M.I.			Client Number
Long Range Employment Goal (Anticipated Vocational Goal)	DOT Classification	Est Time to Achieve Goal	Est Cost to Achieve Goal

Annual Intermediate Rehabilitation Objectives — general or specific

ANNUAL SERVICES TO BE PROVIDED

Check Services Planned	Services	Estimated Cost	Starting Date	Estimated Duration in Months
	Surgery and Treatment			
	Psychiatric Treatment			
	Prosthetic and Orthopedic Appliances			
	Hearing Aids			
	Hospital and Convalescent Care			
	College or University Training			
	Other Academic Training			
	Private Trade or Business School			
	Public Vocational School			
	On-The-Job Training			
	Personal and Vocational Adjustment			
	Other Training			
	Maintenance			
	Transportation			
	Occupational Equipment Services			
	Other Goods and Services — specify:			
	Job Placement Services Purchased			
	Counseling Only — describe:			
	Placement Only — describe:			

CLIENT RESPONSIBILITY		DIVISION OF VOCATIONAL REHABILITATION RESPONSIBILITY	
Program		Program	
Financial	Annual Amount	Financial	Annual Amount
1 Applicant Contribution	$	1	$
2 Parent Contribution		2	
3 Spouse Contribution		3	
4 Other Agency – Specify		4	
5 Loans, Scholarships		5	
6 Other — Specify		6	
Total	$	Total	$

TOTAL ANNUAL COST OF PLAN (CLIENT AND DVR CONTRIBUTIONS) $

Counselor Submitting	Date	Approved by Supervisor	Date

It is understood that the completion of this program is contingent upon the availability of Vocational Rehabilitation funds. The availability of openings at schools and other facilities, and the cooperation of the client in carrying out client responsibilities as specified herein. It is also understood that all aspects of this program are subject to change in view of new information and changing conditions and that continuing services under this program are dependent upon continued evaluation of the program and the ability of the client to benefit therefrom in terms of employability. Any changes in this program will be discussed with the client who shall have a right to administrative review and a fair hearing with respect to the necessity and reasonableness of such program changes.

CLOSURE/POST EMPLOYMENT REPORT
[illegible]

INDIVIDUALIZED REHABILITATION PROGRAM
DIVISION OF VOCATIONAL REHABILITATION

Complete this form whenever a case is closed or post employment services are required.

Client Name	Client Number

I. Rehabilitated Closure – complete for Status 26 closure only

Long range goal has been met: ☐ Yes ☐ No	Type of Occupation	Length of Employment

Describe the basis upon which the client is rehabilitated (economic factors, meeting of needs, etc.)

II. Non-Rehabilitated Closure – complete for Status 28 or 30 closures

CHECK CLOSURE TYPE

State reasons for failure of individualized rehabilitation program

☐ 28 ☐ 30

III. Post Employment Services

Describe services required to maintain employment

Counselor Submitting	Date	Approved by Supervisor	Date

A-4

AMENDMENT/ANNUAL REVIEW REPORT
DVR-60

INDIVIDUALIZED REHABILITATION PROGRAM
Division of Vocational Rehabilitation

Complete this form for all amendments to the written rehabilitation program and for annual reviews of closure. In the case of an annual review, the individual must be notified that a review of his/her status is to be conducted. Give yellow copy to client in all cases.

☐ Amendment—Effective Date ____________
☐ Annual Review

CLIENT NAME—Last, First, M.I.	CLIENT NUMBER

COUNSELLOR'S REMARKS—Detail all modifications to the rehabilitation program or, in the case of an Annual Review, specify eligibility status or changes and reasons for decision. Describe the involvement of the client in the decision.

CLIENT'S VIEWS—Record the views of the client pertaining to decision

☐ Agree
☐ Disagree

COUNSELLOR SUBMITTING	DATE	APPROVED BY SUPERVISOR	DATE

APPENDIX B

Wisconsin Occupational Information System

Career decision-making requires current, accurate, and reliable information. Relevant information, to be easily accessible, must permit individual freedom to choose and explore, whenever a need or interest rises. The Wisconsin occupational information delivery system, under development, offers the individual wide access to information needed for wise career decisions.

Wisconsin is one of eight states funded by the U.S. Department of Labor to develop a statewide Occupational Information System. The Wisconsin Occupational Information System (WOIS) is composed of local, state and national information covering 1300 occupations at the national level and 400 at the state level, as well as occupationally related educational and training opportunities. The project will be implemented through the Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison, in cooperation with the Wisconsin Manpower Services Council and other state agencies.

Specific state goals of the Wisconsin project include:

1. to help persons learn about and understand the range of careers now available and likely to be available in the future,

2. to help labor force entrants become aware of occupations which are acceptable and personally satisfying,

3. to encourage persons in the process of making decisions on careers to explore vocational possibilities on their own,

4. to increase awareness of major sources of occupational information, and,

5. to provide support for related programs including career education, career and employment counseling, and manpower and educational planning.

The program provides students and adults with virtually any information they might need to assist them in making career decisions.

The career exploration occupation descriptions are comprehensive and related to those in the Dictionary of Occupational Titles. These descriptions include overall description of the occupation, wage rates, fringe benefits, strength of demand, promotional opportunities and length of training necessary. Additional information includes working conditions, physical requirements, training locations and the agencies or people to contact for further information. Scholarship and financial aid information is included as part of an educational information bank.

WOIS consists of several components including an automated access and dissemination system (computerized), a manual access system, hard copy and multimedia materials and human occupational exploration resources. The primary delivery system will be a computerized system employing a teletype (and, in some instances, CRT) which can be used independently or by any combination of counselor and counselee(s) or teachers and students to explore occupationally relevant information.

Many existing Wisconsin information systems will become incorporated into the Wisconsin Occupational Information System or cross-referenced with the WOIS. These include:

The Wisconsin Instant Information System for Students and Counselors (WISC)--Wisconsin Department of Public Instruction

Occupational information on microfilm on 304 occupations and 93 training programs in Wisconsin.

Employment Securing On-Line Placement System, ESOPS--Wisconsin Job Service

An on-line, computer assisted, job matching service to match applicants to jobs or vice versa.

Job Bank--Wisconsin Job Service

A statewide job listing and summary report. Microfiche cards include the occupation in demand, location, salary and which jobs have remained unfilled for 30 days.

H.E.L.P. (Higher Education Location Program) - University of Wisconsin System

A central clearinghouse on admissions into the University of Wisconsin system. Use of a toll free number provides information relating to educational planning questions, such as fees, courses, housing, financial aid, placement examinations, credit transfers, etc.

JIDS (Job Information Delivery System)--Wisconsin Job Service. (A pilot basis operation)

A computer-assisted, self-service approach to job hunting in Milwaukee and a manual self-service system for 30 other Job Service locations. Includes employment opportunities, labor market conditions, training and vocational school opportunities, and child care facilities.

Instant Career Education Directors (ICED)--Wisconsin Board of Vocational, Technical and Adult Education.

A toll free number that provides location of openings in training programs offered throughout the state in post-secondary vocational and technical institutes.

Career Education Directory of Occupations and Training--Wisconsin Board of Vocational, Technical and Adult Education.

A listing of training programs offered in the post-secondary vocational and technical institutes in Wisconsin. Each description includes the appropriate DOT code(s), duties performed, training and entrance requirements, duration and an outline of the curriculum.

American Pie Forum--WHA-TV, University of Wisconsin Extension

A multi-media series in career education for adults with less than a high school education.

Educational Opportunity Program--Higher Education Aids Board

A program designed to identify and recruit disadvantaged non-traditional and minority students into post-secondary educational opportunities. Milwaukee, Racine, Eau Claire, Wausau and Superior.

Milwaukee Occupational Information System

Designed to aid in the development of students' occupational awareness and planning. Utilizes the Milwaukee Computerized Vocational Guidance System (VOC GUID) and the Milwaukee Computerized Educational System (ED GUID) to assist students search and screen career areas.

Employability Skills--A Job Placement Education Program

Employability skills refers to the techniques used by a person to get and hold a job. An employability skills program may be designed appropriate to any local conditions, but as an example, the following is a description of an audio-visual modular program designed by the Center for Studies in Vocational and Technical Education.

Program Goal of the EMPLOYABILITY SKILLS project is to provide students with assistance in developing the skills and techniques needed to get and keep their first job after graduation.

Target Audience is post-secondary students about to graduate and enter the job market. Discussion with high school teachers indicate that it will be readily useable by high school students, as well, will little alteration.

Program Content covers seven areas related to job acquisition:

1. *Introduction* to the program and a discussion of some of the problems related to getting a job.
2. *Self-Understanding* contains exercises and activities to help the student inventory his interests, values, style, achievements, and goals.
3. *Personal Papers and Data* helps the student to bring together the papers and personal information needed for the job search and for job applications.
4. *Resumé* writing discusses and demonstrates the two major types of resumés in use today.
5. *Job Leads and Letters* gives the student the basics needed to obtain job leads and to follow them up with effective job letters.
6. *The Interview* discusses the do's and don't of a good interview.
7. *Employment Tests* need not be frightening, as this module shows.

Five additional modules are related to job success, satisfaction and advancement:

8. *Wages, Deductions, and Fringe Benefits* discusses why what you get isn't what you keep as well as fringe benefits.
9. *Unions and Professional Organizations* recounts the history of the union movement, and compares and contrasts unions with professional organizations.

10. *On the Job* covers how to survive the first weeks on a new job.

11. *Money Management* gives the student pointers on how to make a successful job support a satisfactory life style.

12. *Changing Jobs on the Career Ladder* covers how to move up instead of just moving on.

Program Format uses tape cassettes which run on a Singer Caramate carousel private viewer. Cassettes with an audible signal are also available for classroom use with a regular carousel projector.

Content Format is a discussion by six students with a school staff member of their questions and concerns about finding a job. The progress of the students as they gain employability skills and apply them to their own situations provides a story line which gives continuity across all the instructional modules. Photos of actual vocational-technical students and a fast paced delivery of the dialogue have been used to increase viewer involvement and interest.

Information - Contact:

M. Douglas Ray
Research Associate
Center for Studies in Vocational
and Technical Education
321 Education Building
University of Wisconsin-Madison
Madison, WI 53706

telephone - (608) 263-3696

Sources of Placement Program Development

The materials and resources listed below are considered to be helpful in the development of a comprehensive placement system. These materials may be acquired directly from their respective suppliers at the address provided. Acquisition of materials may require payment of reproduction costs.

1. Center for Studies in Vocational and Technical Education; Box 49, 321 Education Building; University of Wisconsin; Madison, WI 53706. Materials available:

   a) Review and Synthesis of Job Placement Literature; Volume I of a Coordinated Comprehensive Placement System.
   This report reviews the field of placement and related areas of counseling, career development, placement philosophy and functions. The emphasis is primarily on youth placement and the various providers of placement services. Brief descriptions of current school-based occupational placement programs have been included. $3.00

   b) Survey and Analysis of Career Placement Activities; Volume II of a Coordinated Comprehensive Placement System.
   Over 2,000 secondary and post-secondary students from 15 high schools and three vocational-technical institutes in three Wisconsin counties were surveyed, in addition to 224 providers of placement services, in a report of placement services provided to, utilized by, and needed by youth. The data from this survey was collected to provide a base of information from which to build a comprehensive placement system.

   c) Employability Skills - A Job Placement Program
   A program of audio-visual instruction designed to provide students with assistance in developing non-job skill techniques necessary to obtain, work and advance in an occupational field. Modules include self-inventory and analysis, personal data and resume; job seeking procedures; and more.

2. Training Manual for Officials Responsible for Establishing and Conducting A School System-Based Job Placement Services Program for School-Age Youth. National Association for Industry-Education Cooperation; Placement Services Training Curriculum Project; 425 13th Street, N.W., Suite 412; Washington, D.C. 20004. Draft copy; April 1975.
   The manual exists presently as a draft copy, 973 pages, which may be obtained after final printing, scheduled for September/October. Contents of the manual include rationale for job placement services by local public schools, organizational structure and functions, organizing the community, and operation and administration of the school-based job placement service.

3. Job Placement: Model for Implementation of School Placement Services and Job Placement Information
   Akron-Summit County Placement Department; 482 Grant Street, Akron, OH 44311. Mr. Raymond A. Wasil, Director. (n.d.)

   Two aids for individuals or school districts currently involved in or working toward the development of school placement services. Includes school placement services rationale, orientation to program and program structure. Materials include examples of forms, application procedures, job hunting assistance, etc.

4. Placement and Follow-Up Literature Search
   Duval County School Board; Jacksonville, Florida, January 1974.

   Review of pertinent placement literature and model programs. Offers fourteen generalizations as a rationale to guide in the development of placement services.

5. Guidelines for Placement Services and Follow-Up Studies
   The School Board of Sarasota County, Office of Placement and Follow-Up; 2418 Hatton Street; Sarasota, Florida 33577; 1973.

   Legislative guidelines which mandated placement for all Florida secondary school students beginning September 1, 1974.

6. Job Placement. Baltimore Public Schools
   Placement Service, Baltimore Public Schools; Baltimore, MD

   This is the longest operating school-based job placement service in the nation. Services are offered to graduates and nongraduates of the Baltimore City schools. The Baltimore secondary school system served includes 14 comprehensive high schools, 2 vocational-technical high schools, 6 general vocational schools, 4 special education centers, 1 adult center and 1 school for teenage mothers. (Noted past Director, Lillian Buckingham; 20 Nunnery Lane; Baltimore, MD 21228, is also very helpful.)

7. Missouri Placement Specialists' Workshop - Sample Materials
   State Fair Community College; Sedalia, Missouri 65301
   Jack R. Fowler, Director of Placement.

   Sample of materials resulting from the placement workshop. Materials include various forms and description of placement services.

8. Work Entry Problems of Youth - A Literature Review
   (1972 draft copy reviewed) The Center for Vocational and Technical Education; The Ohio State University; 1960 Kenny Road; Columbus, Ohio 43210.

   A study of more than technical, job-related skills. This report looks into work adjustment behaviors and work-related attitudes of youth. Sections of the study include a list of work entry problems of youth; on the job performance problems and job entry, career planning and management problems of youth.

9. Conceptualization of Prototype Placement Program
   The Center for Vocational and Technical Education; Ohio State University; 1960 Kenny Road; Columbus, Ohio 43210; 1973.

   Proposal of a placement model based upon a career education model. Aspects described include review of literature, with vocational and career education emphasis; description, development and operation of the placement center.

10. Job Placement Manual
Job Placement Program; Atlanta Public Schools; Atlanta, Georgia; 1971
A manual for job placement service development and operation. Covers areas of objectives, advisory committees, student development, job development, record system, follow-up and follow-through, and a brief explanation of Georgia Child Labor Laws.

11. Placement: The Ultimate Test of a School's Commitment to its Students; A Brief Explanation of the Job Placement Program, April 1972, 4 pages.
A Special Paper by William Kaskow; Bureau of Occupational Research Development, Division of Vocational Education; State of New Jersey; Department of Education; 225 West State Street; Trenton, N.J. 08625
Commitment of a school to a career education goal carries the responsibility of an effective placement program. The paper includes objectives of a job placement program, list of typical activities and roles of the placement service and personnel, school-industry cooperation and the steps toward implementation of the placement program.

12. Job Placement Primer
Division of Pupil Personnel Services; Indiana State Department of Public Instruction
Guidelines for setting up a school-based placement service within existing educational programs. Included are Goals, Development and Model Program Abstracts and Records.

13. Job Placement Services: A suggested model for implementation.
Prairie View A & M University; Prairie View, Texas 77445 (n.d.)
The model includes services and functions of job placement activity, organization and procedures of a suggested placement service. Model has adaptability to large, medium, or small schools. Included are personnel roles and qualifications, steps in implementing the job placement activity evaluation and follow-up principles, and examples of various forms.

14. Job Development Project - Cleveland Public Schools
Cleveland Board of Education; Quincy-Woodhill Center; 10600 Quincy Avenue; Cleveland, Ohio 44106
A job development program designed for non-college bound students, including a large portion of inner-city youth. Program is designed to increase employment opportunities and placement of graduating students. The first phase deals with job preparation and the second phase is the job placement.

15. School-Based Job Placement Service Model: Phase I, Planning
Bureau of Vocational, Technical and Continuing Education Research Coordinating Unit; Pennsylvania Department of Education, Harrisburg, Pennsylvania, June, 1972. Dr. Stephen J. Franchak (717) 787-5435.
A proposed handbook for a job placement model based on school and Job Service cooperation.

16. Need for School-Based Job Placement Services Program
Contact Mr. Joseph McGarvey, Placement Consultant; Career Development Unit, Michigan Department of Education, P.O. Box 928, Lansing, MI 48904

17. Youth: Transition to Adulthood, Report of the Panel of Youth of President's Science Advisory Committee, Office of Science and Technology, Executive Office of the President. Washington, D.C., U.S. Government Printing Office, October, 1973.

Related Resource Materials

The following list of materials is a selection of bibliography references from a Vocational Education Curriculum Resource Collection developed by the Center for Studies in Vocational and Technical Education. This bibliography selection contains many resources helpful towards the design, implementation and operation of a comprehensive career education and placement service. Please request materials through individual sources listed in each reference.

Career Education

Occupational Manpower and Training Needs: Bulletin 1701; Information for Planning Training Programs for the 1970's; U.S. Department of Labor, Bureau of Labor Statistics, U.S. Government Printing Office, Washington, D.C., 20402; softcover book 81 pages, 75c.

A Placement Service for High Schools; Career Placement Center, 1800 Grand Avenue, Des Moines, Iowa, 50307; softcover booklet, unnumbered pages, (approx. 12).

What State Leaders Should Know About Cooperative Vocational Education; York, Edwin G. and Roy L. Butler; Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio, March 1971; softcover-stapled book, 26 pages.

What Teacher-Coordinators Should Know About Cooperative Vocational Education; Butler, Roy L. and Edwin G. York; U.S. Government Printing Office, Washington, D.C., 20402; softcover, stapled, 26 pages.

What School Administrators Should Know About Cooperative Vocational Education; Butler, Roy L. and Edwin G. York; U.S. Government Printing Office, Washington, D.C., 20402; softcover, stapled, 18 pages.

Citizens Advisory Committees: Public Participation Increases: Guides Change in American Education Current Trends in School Policies & Programs; National School Public Relations Association, 1801 N. Moore Street, Arlington, Virginia, 22209; softcover, 56 pages.

Preparing for Jobs: A Report on UAW's Manpower Development & Training Programs; UAW Manpower Development and Training Department, 8000 E. Jefferson Ave., Detroit, Michigan, 48214; softcover pamphlet, 10 pages.

Your Approach to the Job Hunt: Student Handbook on Placement Procedures and Information; District One Technical Institute, Eau Claire, Wisconsin, October, 1973; softcover, spiral bound, 30 pages.

Writing Measurable Objectives for Career Education; State of Illinois Board of Vocational Education and Rehabilitation Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, Illinois, 62706; soft cover, 80 pages.

An Aid for Writing Measurable Objectives for Career Education; State of Illinois Board of Vocational Education and Rehabilitation Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, Ill, 62706; 4 page pamphlet.

Cooperative Vocational Education: A Course of Study; Avcher, Beverly et al; Curriculum & Instructional Materials Center for Cooperative Vocational Programs, Oklahoma State Board of Vocational & Technical Education, 1972; softcover, 560 pages, $10.00.

Job Placement Services: An Open Door to Opportunities; Prairie View A & M University, Prairie View, Texas; softcover, 18 pages.

Job Placement Primer; Wampler, Elizabeth C.; Indiana State Department of Public Instruction, 1975; softcover, 35 pages.

Careers for Women; Women's Bureau, Wage and Labor Standard Administration, U.S. Department of Labor, Washington, D.C., 20210; 6 pages.

A Reference Guide: Goals & Performance Indicators; Michigan Department of Education, Box 928, Lansing, Michigan, 48904 c1974; softcover, 66 pages.

Who Am I?: Career Insights and Self Awareness Games; Munson, Harold L. and Gilbert C. Gockley; Houghton Mifflin, 666 Miami Circle, N.E., Atlanta, Georgia, 30324; folder advertising games.

In Quest of a Career: Occupational Educ.-for-all Program; Educational Research Council of America, Cleveland, Ohio, 1971; softcover pamphlet, 18 pages.

Introducing Career Education to Teachers: A Handbook for Consultants, Workshop Leaders, and Teacher Educators; Able Model Program, Northern Illinois University, DeKalb, Illinois, 60115, in cooperation with The Division of Vocational-Technical Education, Board of Vocational Education and Rehabilitation, State of Illinois, 1972; approx. 125 pages.

A Handbook for Career Guidance Counselors; University of Illinois Urbana, Illinois/with/State of Illinois Board of Vocational Education and Rehabilitation Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, Illinois, 62706; binder, approx. 250 pages.

How to Keep a Job (Orientation to the World of Work Unit); Scott, Ernestine, Doris Love, Mavis Sparks, Pat Schrader, Lila Rankin, and Gladys Owens, Bureau of Vocational Education, Special Vocational Functions Unit, State Department of Education, Frankfort, Kentucky; softcover, 177 pages.

Orientation to the World of Work Unit "Getting a Job"; Atkins, Oscar T., Judith Delaney, Mavis Sparks, Pat Schrader, Lila Rankin, Gladys Owens, Bernard Minnis, Ken Noah, Donnalie Stratton & Bernard Bunch; Bureau of Vocational Education, Special Vocational Functions Unit, State Department of Education, Frankfort, Kentucky, 40601; soft cover, 88 pages.

Vocational Exploration In-Service Institute; Helling, Cliff E.; Independent School District 281, Robbinsdale Area Schools, Robbinsdale, Minnesota; manual, 375 pages; IMC UW-Madison.

Cluster Implementation Guide (High School); Oregon State Department of Education Section, Salem, Oregon; booklet, 50 pages; IMC UW-Madison.

Career Choice and Career Preparation; Coordinating Council for Occupational Education, State of Washington, Olympia, Washington; 1972; manual, 332 pages; IMC UW-Madison.

A Cooperative Coordinators Job; State of Louisiana Department of Education, Bureau of Vocational Education, P.O. Box 44064-Capital Station, Baton Rouge, Louisiana, 70804; 1973, booklet, 5 pages, IMC UW-Madison.

Help Improve Vocational Education for Women and Girls in Your Community; U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C., 20210; 1972; Article, 5 pages; IMC UW-Madison.

Utilizing Manpower and Follow-up Data: A Perspective for Local Vocational Education Planning; Robertson, J. Marvin; ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210, 1973; softcover booklet, 25 pages.

The Meaning and Value of Work; Kazanas, H.C.,G.E. Baker, F.M. Miller and L.D. Hannah; ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210, 1973; softcover booklet, 84 pages.

Job Application and Interview: Instructor's Guide; Lacy, Richard D. and O.D. Park; Instructional Materials Laboratory, University of Missouri, Columbia, in cooperation with the Division of Career and Adult Education, State Department of Education, Jefferson City, Missouri, 65101, July 1973; 130 pages.

Preparation and Counseling for the World of Work; Hoppes, W.J. et al; Fort Benton Public Schools through an ESEA Title II Grant, 1973-1974; 211 pages.

Preparation and Counseling for the World of Work; Hoppes, W.J. et al; Fort Benton Public Schools through an ESEA Title III Grant, 1973-1974; 108 pages.

Preparing Supportive Personnel for New and Emerging Technologies; Brooking, Walter J.; National Technical Clinicco-sponsored by U.S. Office of Education and American Technical Education Association, April 25, 1970 Miami Beach, Florida; mimeographed 21 pages.

Four Point Program for Career Development Educational Research Council of America, c1972; approx. 30 pages of same.

Career Preparation: Suggestions for Teachers; Kennedy, Elsie; Curriculum Development Center, Vocational Education, University of Kentucky, Lexington, Kentucky, 40506; softcover, 43 pages.

How to Get a Job and Keep It; Goble, Dorothy Y.; Steck-Vaughn Company, Austin, Texas, c1969; softcover, 63 pages.

A Job For You; Dubnick, Phyllis, Steck Vaughn Company, Austin, Texas, c1967; softcover, 113 pages.

Annotated Vocational Guidance and Career Education Bibliography, Perrone, Philip; Department of Counseling and Guidance, University of Wisconsin, Madison, Wisconsin, 53706; 1973; paper, 23 pages; IMC UW-Madison.

Career Education: A Family Approach; Martin, Mary; Moraine Park VTAE District, Fond du Lac, Wisconsin; softcover, spiral-bound book, 64 pages.

A Career Evolves: A Time for Parent Education: Infancy; A Time for Identification: Childhood; A Time for Exploration: Early Adolescence; A Time for Preparation: Transitional Adolescence.; Educational Research Council of America, c1972; softcover.

Attitudes Toward Career Education: Changes in Student, Staff and Parent Attitudes Toward Career Education As Influenced by Participation in the Comprehensive Career Education Model Project, January, 1972 - May, 1973; Brickell, Henry M. and Carol B. Aslanian; Policy Studies in Education, 52 Vanderbilt Avenue, New York, New York, 10017, 1974; softcover, 34 pages.

An Aid for Developing Quality Cooperative Education; State of Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, Illinois, 62706; pamphlet, 4 pp.; IMC UW-Madison.

A Planning, Monitoring and Evaluation System for Education Programs; Gibson, Allan W.; Education Innovators Press, Box 13052, Tucson, Arizona, 85771; 42 pages.

Needs Assessment; Educational Innovators Press, Box 13052, Tucson, Arizona, 85711; softcover booklet, 36 pages.

A Scheme for Evaluation and An Organizational Structure of Variables; Educational Innovators Press, Box 13052, Tucson, Arizona, 85711, softcover booklet, 23 pages.

Program Evaluation and Review Technique: Applications in Education; Cook, Desmond L.; U.S. Government Printing Office, Washington, D.C., 20402; softcover, 100 pages, 45c.

Placement and Follow-up in Career Education: Career Education Monograph No. 7; Buckingham, Lillian and Arthur M. Lee; Center for Occupational Education, North Carolina State University at Raleigh, c1973; softcover, 42 pages.

The Use of Follow-up Studies in the Evaluation of Vocational Education; Sharp, Laura M. and Rebecca Krasnegor; Bureau of Social Science Research, Inc., 1200 Seventeenth Street N.W., Washington, D.C., 20036, May 1966; mimeographed, 35 pages.

Implementing Career Education in a Local Education Agency: A Guide; Timmins, William M.; Utah State Board of Education, Salt Lake City, Utah, 1971; softcover booklet, 17 pages.

Implementing Career Education in a Local Education Agency: A Sourcebook; Timmins, William M.; Utah State Board of Education, Salt Lake City, Utah; 1971; softcover book, 198 pages.

Designing Education for the Future; No. 3: Planning and Effecting Needed Changes in Education; Morphet, Edgar L. and Charles O. Ryan; Citation Press, New York, 1967; softcover, 317 pages.

The Blueprint for Implementing Career Education; Binger, Charles, Darryl Sheggrud & Terry Seifert; The Career Education Center, 3811 Memorial Drive, Sheboygan, Wisconsin, 53081; mimeographed, 3 pages.

Career Guidance: A Handbook of Methods; Campbell, Robert E., Garry R. Walz, Juliet V. Miller and Sara F. Kriger; Charles E. Merrill Publishing, Co., Columbus, Ohio, 43216, c1973; softcover, 421 pages.

A Guide for the Effective Use of Advisory Committees: Wallis, Carl, ed.; Vocational Education Curriculum Center, Eastern New Mexico University; softcover, stapled, 23 pages.

An Aid for Planning Programs in Career Education; Occupational Consultant Unit, Division of Vocational and Technical Education, Board of Vocational Education, State of Illinois, 1035 Outer Park Drive, Springfield, Illinois, 62706; softcover, 28 pages.

Implementing Career Education: Procedures and Techniques; Kennedy, Elsie; Curriculum Development Center, Vocational Education, University of Kentucky, Lexington, Kentucky, 40506; softcover, 36 pages.

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area; Pendleton, J. Robert; Western Wisconsin Technical Institute, Sixth and Vine Streets, La Crosse, Wisconsin, 54601, June 15, 1974; softcover, spiral bound, approx. 150 pages.

Implementing Career Education in a Local Education Agency: A Guide; Timmins, William M.; Utah State Board of Education, Salt Lake City, Utah, 1974; softcover, 17 pages.

Implementing Career Education in a Local Education Agency: A Sourcebook; Timmins, William M.; Utah State Board of Education, Salt Lake City, Utah, 1974; softcover, 198 pages.

Voc-Tech Counseling Teacher's Guide; WIFT-TV, Hershey, Pennsylvania; softcover, 52 pages.

Handbook for Vocational Counselors; Johnson, Norbert and Joe McDaniel, Division of Vocational and Technical Education, Mississippi State Department of Education, Jackson, Mississippi, 39205, 1973; pamphlet; 45 pages.

Job Placement: A Guidebook for Counselors; State of New Jersey Department of Education; Division of Vocational Education, 225 West State Street, Trenton, N.J., 08625; 1969; manual, 63 pages.

A Guide for Developmental Vocational Guidance K-12; The Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, 74074; 1973; book (soft cover), 1973 pages.

Counselor's Check-Up List; Counselor's Information Service, Vol. 28, Number 4, December 1973, B'nai B'rith Career Counseling Center, 1640 Rhode Island Avenue, N.W.; Washington, D.C., 20001; pamphlet, 10 pages.

Guidance, Counseling, and Pupil Personnel Services in Career Education; American Institutes for Research in Behavioral Sciences, P.O. Box 1113, Palo Alto, California, 94302; manual 111 pages.

Placement and Follow-up in Career Education-Career Education Monograph #7; Buckingham, Lillian and Arthur M. Lee; The Center for Occupational Education, North Carolina State University at Raleigh, Raleigh, N.C.; 1973; manual, 41 pages.

Placement: The Ultimate Test of a School's Commitment to its Students; Kaskow, William; Department of Education-State of N.J., 225 West State St., Trenton, N.J., 08625; pamphlet; 4 pages.

Practical Career Guidance, Counseling, and Placement for the Non-College-Bound Student: A Review of the Literature (Selections from); Ganschow, Laurie H., Carolyn Hellwell, and others; Charles A. Jones Publishing Company, Worthington, Ohio; paper, 25 pages.

2nd Annual Governor's Conferences on Vocational Counseling, Guidance and Placement; Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin, 53702 (Mr. Harry N. Drier); mimeo program of the above meeting.

Counselor's Desk Aid: Eighteen Basic Vocational Directions Summary Information; United States Department of Labor, Manpower Administration; 60 pages.

Counselor's Guide to Apprenticeable Occupations; Nye, Charles T.; Department of Industry, Labor and Human Relations, Division of Apprenticeship and Training, P.O. Box 2209, Madison, Wisconsin, 53706, softcover, stapled book, 27 pages.

Applying for a Job: Lesson 1 of Living Skills Series; Rehabilitation Research Foundation of Alabama, Elmore, Alabama, 1966; softcover, stapled, 21 pages.

Good Job Habits; Lesson II of Living Skills Series, Rehabilitation Research Foundation, Elmore, Alabama, 1966; softcover booklet, stapled, 20 pages.

The Worker in Modern Society; Bredemeier, Mary; State of New Jersey, Department of Education, Division of Vocational Education (Vocational-Technical Curriculum Laboratory, Rutgers-The State University, Building 4103-Kilmer Campus, New Brunswick, New Jersey, January, 1974, rev.ed.); softcover, stapled, 345 pages.

High School Dropouts and Vocational Education in Wisconsin; Roomkin, Myron, mimeograhed thesis, University of Wisconsin, Madison, Wisconsin, 53706; softcover, 144 pages.

Reorienting the Federal-State Employment Service; Nemore, Arnold L. and Garth L. Mangum; Institute of Labor and Industrial Relations, The University of Michigan-Wayne State University, and the National Manpower Policy Task Force, Washington, D.C., May 1968; softcover book, 67 pages.

Teachers Guide to Group Vocational Guidance; Shertzer, Bruce and Richard T. Knowles; Bellman Publishing Company, P.O. Box 172 Cambridge, Massachusetts, 02138; softcover, 94 pages.

Counseling and Guidance: A Call for Change: 6th Report - National Advisory Council on Vocational Education; National Advisory Council on Vocational Education, Suite 852, 425 13th Street, N.W., Washington, D.C., 20004, June 1, 1972; softcover, 8 pages.

College Counseling for Transfer and Careers 1974-1976; Chronicle Guidance Publications, Inc., Moravia, New York, 13118, c1975; softcover, 162 pages, $5.50.

Career Education: A Counselor's Guide: An Individualized Instructional Unit Designed for Use in In-Service or Preservice Education of Counselors; Robinson, Mary L.; Oklahoma State Board of Vocational and Technical Education, Stillwater, Oklahoma, 74074; softcover booklet, 67 pages.

Vocational Education and Guidance: A System for the Seventies; Rhodes, James C.; Charles E. Merrill Publishing Company, Columbus, Ohio, 1972; soft-cover, 163 pages, $5.95.

Principles and Techniques of Vocational Guidance; London, H.H.; Charles E. Merrill Publishing Company, Columbus, Ohio, 1973; hardcover, 330 pages, $11.95.

Career Guidance: An Individual Developmental Approach; Severinsen, K. Norman; Charles E. Merrill Publishing Co., Columbus, Ohio, 1973; soft-cover, 152 pages, $4.95.

Research and Development in Vocational Education

School Counselor's Guide for the General Aptitude Test Battery; Adams, Walter W.; State of Ohio Department of Education, Division of Guidance and Testing, 751 Northwest Blvd., Columbus, Ohio, 43212; October 1967, softcover, stapled, 92 pages.

Using the Results of the Achievement Test Program; Instructional Materials Lab, Trade & Industrial Education, Ohio State University, 1885 Neil Ave., Columbus, Ohio, 43210; 1972; spiral bound, 23 pages.

An I.O.C.P. Planning Manual: M. Management Strategies and Guidelines for Using I.O.C.P. Manuals, One of Five Manuals for Local Planning and Evaluation; Borgen, Joseph A. et al; Joliet Junior College and State of Illinois, Board of Vocational Education and Rehab., 1035 Outer Park Dr., Springfield, Illinois, 62706; 1972; softcover, approx. 78 pages.

An I.O.C.P. Activity Manual: 1. Occupational Program Identification, One of Five Manuals for Local Planning and Evaluation; Borgen, Joseph A. et al; Joliet Junior College and State of Illinois, Board of Vocational Education and Rehab., 1035 Outer Park Dr., Springfield, Illinois, 62706; 1972; softcover, 298 pages.

An I.O.C.P. Activity Manual: 2. Occupational Program Development, One of Five Manuals for Local Planning and Evaluation; Borgen, Joseph A. et al; Joliet Junior College and State of Illinois, Board of Vocational Education and Rehabilitation, 1035 Outer Park Dr., Springfield, Illinois, 62706; 1972; softcover, 120 pages.

An I.O.C.P. Activity Manual: 3. Occupational Program Implementation, One of Five Manuals for Local Planning and Evaluation; Borgen, Joseph A. et al; Joliet Junior College and State of Illinois, Board of Vocational Education and Rehab., 1035 Outer Park Dr., Springfield, Illinois, 62706; 1972; softcover, 73 pages.

An I.O.C.P. Activity Manual: 4. Occupational Program Evaluation, One of Five Manuals for Local Planning and Evaluation; Borgen, Joseph A. et al; Joliet Junior College and State of Illinois, Board of Vocational Education and Rehab., 1035 Outer Park Dr., Springfield, Illinois, 62706; 1972; softcover, 135 pages.

Student Job Placement: Six Months Follow-Up Report, Wisconsin Board of Vocational, Technical and Adult Education in collaboration with the 16 local VTAE Districts; 1972; softcover, stapled, approx. 45 pages.

A Job for Everyone? Part of a Study of Wisconsin's Future Development; Vinge, Stan and Edwin Wetmore; State of Wisconsin, Madison, Wisconsin, 53702; softcover, stapled, 27 pages.

Employment of High School Graduate and Dropouts, October 1973 - Special Labor Force Report 168; Michelotti, Kopp; U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C., 20212; 1973; softcover, approx. 22 pages.

Job Losers, Leavers and Entrants: Traits and Trends - Special Labor Force Report No. 157; Gilroy, Curtis L.; U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C., 20212; 1973; softcover, approx. 12 pages.

The Transition from High School To Work: The Work Attitudes and Early Occupational Experiences of Young Men - A Special Report from the Youth in Transition Project; Johnston, Jerome and Jerald G. Bachman; Institute for Social Research, Survey Research Center, University of Michigan, Ann Arbor, Michigan; November 1973; softcover, 1973 pages, $6.25.

Job Satisfaction: Is There a Trend? (Manpower Research Monograph No. 30); Quinn, Robert P., Graham L. Staines & Margaret R. McCullough; U.S. Government Printing Office, Washington, D.C., 20402; 1974; softcover, 57 pages, 95¢.

Youth Unemployment - Time to Do Something About It; U.S. Department of Labor, Washington, D.C.; 1971?; pamphlet, 16 pages.

The Job-Cluster Concept and its Curricular Implications - Center Monograph No. 4; Cunningham, J.W. ed.; Center for Occupational Education, North Carolina State University, Raleigh, North Carolina; 1969; softcover, 82 pages.

Federal Programs in Job Training and Retraining; U.S. Office of Education, Information Center Office of Programs for the Disadvantaged, Washington, D.C.; 1967; softcover, 73 pages, 50¢.

Follow-Up Study of Vocational Graduates; Spurgeon, Oral W.; Special School District of St. Louis County, St. Louis, Missouri; 1970; softcover, spiral bound, approx. 50 pages.

Assessment of Felt Needs for Preparation in "Life Skills" of Graduates of Diploma and Associate Degree Programs in the Wisconsin Vocational, Technical and Adult Education System: A Shortened Report; Petrich, Beatrice, Judy Henning and Nancy Rodman; Department of Home Economics Education and Extension; School of Family Resources and Consumer Sciences, University of Wisconsin and Vocational, Technical and Adult Education, State of Wisconsin; mimeographed, stapled, softcover, 95 pages.

Business Education

Cooperative Office Education; Burghardt, Paul G., Shack, Chrystine R.; Vocational-Technical Curriculum Laboratory, Rutgers-The State University, 10 Seminary Place, New Brunswick, New Jersey; September, 1969; softcover, stapled booklet, 117 pages.

Cooperative Office Education: A Course of Study; Van Hook, Victor; Curriculum and Instructional Materials Center, Division of Business and Office Education; Oklahoma State Board of Vocational & Technical Education, 1972; softcover, 807 pages, $15.00.

Cooperative Office Education Handbook; Business and Office Education Service, Vocational Division, State Department of Education, Little Rock, Arkansas, 72201; 1973; manual, 93 pages.

Cooperative Work Experience Manual for Business and Distributive Education; The University of the State of New York, The State Education Department, Bureau of Secondary Curriculum Development, Albany, New York, 12224; 1967; manual, 83 pages.

Work Experience Manual for Business and Office Education; North Carolina Department of Public Education, State Department of Public Instruction, Division of Occupational Education, Raleigh, North Carolina, 27611; 1973; manual.

Cooperative Office Education, Suggested Procedures for Organizing, Conducting, Coordinating, and Instructing; Business and Office Education Service, Division of Vocational Education, State Department of Education, 65 South Front Street, Room G-17, Columbus, Ohio, 43215; 1969; manual, 81 pages, $1.15.

Guidelines for Organizing and Administering a Cooperative Business Education Program; Pennsylvania Department of Public Instruction, Business Education Division, Box 911, Harrisburg, Pennsylvania, 17126; November 1968; booklet, 8 pages.

COE Training Plans; State of Ohio, Department of Education, Division of Vocational Education, Columbus, Ohio, 43215; July 1970; manual; $1.00.

Teaching Guide for Cooperative Office Education; Virginia State Department of Education, Division of Vocational Education, Business Education Service, Richmond, Virginia, 23216; April 1970; manual, 205 pages.

Agriculture Education

A Guide for Cooperative Vocational Education for Administrators and Coordinators; Indiana Department of Public Instruction, Division of Vocational Education, Indianapolis, Ind., 46204; 1973; guidebook, 82 pages, free.

Applying for a Job (slidefilm 390); Vocational Agriculture Service, University of Illinois, 434 Mumford Hall, Urbana, Illinois, 61801; 1971; color slidefilm of 54 frames; $3.25.

Securing and Succeeding on a Job; McCarty, Glenn; Agricultural Education, Department of Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 24061; booklet, 39 pages; free.

Applying for a Job; Student's Guide; Vocational Agriculture Service, University of Illinois, 434 Mumford Hall, Urbana, Illinois, 61801; 1969; booklet (offset), 12 pages; $0.15.

Employment and Educational Experiences of Louisiana Cooperative Vocational Education Participants; Lawrence, Layle D.; Vocational Agriculture Education, School of Vocational Education, College of Agriculture, Louisiana State University, Baton Rouge, Louisiana, 70803; February 1973; booklet, 125 pages; free.

Handbook for Planning and Establishing Programs of Cooperative Education in Vocational Education; Fiscus, Keith, E.; Department of Education, Vocational and Technical Education, Washington State University, Pullman, Washington, 99163; January, 1974; booklet, 70 pages, free.

Advisory Committees for Vocational Education; Doering, F.J.; Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction, Madison, Wisconsin, 53702; booklet, 32 pages; free.

Locating and Securing a Job - Student's Manual; Vocational Education Media Center, Clemson University, Clemson, South Carolina, 29631; 1970; booklet, 29 pages; $0.50.

Trade and Industrial Education

Congratulations on Becoming an Industial Cooperative Training Sponsor: A Handbook for Employer's of Industrial Cooperative Training Students; Trade and Industrial Media Center; Office of Public Information, Graphics and Dissemination, Department of Education, Santa Fe, NM, 1970; 19 pages.

A Suggested Course Outline for Industrial Cooperative Training; New Mexico Department of Education, Vocational-Technical Division, Trade and Industrial Education, Santa Fe, NM; 15 pages, no cost.

Handbook for Coordinators of Industrial Cooperative Training in Virginia's Public Schools; Trade and Industrial Education Service, Division of Vocational Education, State Department of Education, Richmond, VA, 23216, January 1971; 88 pages.

Handicapped & Special Education

Accent/The World of Work Series: Getting That Job; Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Ill, 60607; booklet, 24 pages; 75¢.

Accent/The World of Work Series: Getting That Job, Instructor's Book; Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Ill., 60607; booklet, 24 pages, $1.50.

Accent/The World of Work Series: You and Your Occupation; Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Ill., 60607; booklet, 30 pages, 75¢.

Accent/The World of Work Series: You and Your Occupation, Instructor's Book; Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Ill., 60607; booklet, 30 pages, $1.50.

Campus Work Experiences; Allen Company, 4209 Arbutus Ct., Hayward, California 94542; brochure; $2.25.

Occupational Essentials, Skills and Attitudes for Employment, Richter, David J.; Johnson Press, Inc., Vocational Education Division, P.O. Box 5566, 2801 Eastrock Drive, Rockford, Ill., 61125; 1973; softcover book, 198 pages.

Complete Job Application; Herrera, R., G. McMaster, G. Smith and M. Pempsell; Gerald Smith, Vocational Director, Weatherford High School, 1007 S. Main, Weatherford, Texas, 76086; January 1972; package, 10 pages.

Learning Activity Package - Work Experience Education; Fullerton Union High School District, Fullerton, California; manuscript, various paging.

Career Decisions: Finding, Getting and Keeping a Job; J.C. Penney Co., Inc., Educational Relation , 1301 Avenue of the Americas, New York, New York, 10019; 1971; 3 filmstrips, record, overhead transparancies, teacher's guide; $13.50.

Preparing for an Interview; J.C. Penney Co., Inc., Educational Relations, 1301 Avenue of the Americas, New York, New York, 10019; 1974; filmstrip, record, script; $6.00.

Job Application Skill Text for Work World Candidates; Special Service Supply, P.O. Box 705, Huntington, New York, 11743; 1973; softcover, 36 pages, $1.50.

Getting and Holding A Job; Schneider, Bernard; Frank E. Richards Publishing Co., Inc., 342 First St., Liverpool, New York, 13088; 1966; softcover, 60 pages, $1.25.

I Want a Job; Hudson, Margaret S.; and Weaver, Ann A.; Frank E. Richards Publishing Company Inc.; 324 First Street, Liverpool, New York, 13088; softcover, 36 pages; $1.25.

Career Development: Education for Living: J.C. Penney Company, Inc., Educational Relations, 1301 Avenue of the Americas, New York, 10019; 1971; filmstrip, folder of job descriptions and applications, folder of overhead transparencies, teacher's guide; entire unit - $13.50.

Accent/The World of Work Series: Keeping That Job; Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Illinois, 60607; 1967; booklet, 32 pages, $1.50.

Accent/The World of Work Series: Keeping That Job, Instructor's Book; Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Illinois, 60607; 1967; booklet, 32 pages; $1.50.

Handbook for Analyzing Jobs; U.S. Department of Labor, Manpower Administration; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402; 1972; softcover, 345 pages; $2.50.

World of Work Inventory; Ripley, Robert E., Career Choice, 2923 North Place, Scottsdale, Arizona, 85251; softcover, 48 pages.

Student Articulation Between Secondary and Post-Secondary Education, A Suggested Guide; McKinnerney, Beryl R.; Thomas, Roy, and Todd, Herrman R., Center for Career Development and Occupational Preparation, College Station, Texas, June, 1974; booklet, 53 pages; available from Superintendent of Documents, Stock Number 1780-01294.

Program Planning Guide Occupational Education, A Handbook for Local Planners Secondary Schools; Department of Public Instruction, Raleigh, North Carolina; 1971; softcover, 42 pages; free.

"Occupational Training Guides"; Job Corps Occupational Training Program, Supplement to JCH 400-15.2, U.S. Department of Labor, Manpower Administration, Job Corps, Vocational Training, Room 61, 601 "D" Street N.W., Washington, D.C., 20213; 1974; booklet.

"Fit the Job to the Man"; Baldwin, Doris; Job Safety and Health, Vol. 1, No. 4, Distributed by the Presidential Commission on the Employment for the Handicapped, Washington, D.C., 20210, March, 1973; article, 4 pages; free.

The Career Data Book: Results from Project Talent's Five-Year Follow-up Study; Flanagan, John C., et al; American Institutes for Research, Box 1113, Palo Alto, California, 94302; 1973; softcover, 379 pages.

World of Work Inventory; Ripley, Robert E.; Career Choice, 2923 North 67th Place, Scottsdale, Arizona, 85251; 1973; booklet, 50 pages.

Careers for the Homebound - Home Study Opportunities; The President's Committee on Employment of the Handicapped, and B'nai B'rith Career and Counseling Services; Superintendent of Documents, U.S. Government Printing Office; 1974; pamphlet, 15 pages; no cost.

Assessment Systems in Career Development Programs; Dunn, Dr. Dennis J.; Research and Training Center, Department of Rehabilitation and Manpower Services, UW-Stout, Menomonie, Wisconsin, 54751; 1973; manuscript, 13 pages; free.

Career Placement Aide Procedure Manual; Project Worker; Fullerton Union High School District, Fullerton, California, August, 1973; softcover book, 47 pages; free.

Yes We Can Employ the Qualified Handicapped; Columbus Community Center, 2530 South 5th East, Salt Lake City, Utah, 84106; brochure; free.

Self-Evaluation Guide for Local District for Vocational Education of Handicapped Students; Meyer, Judy; Houston University, Center for Human Resources, 1972; ERIC Document ED 074 274; 72 pages, MC-$0.65; HC-$3.29.

Final Report of the Special Vocational Counselor and Tutoring for Handicapped Students - Program Outreach; Turrini, Lawrence, and Johnson, Elizabeth; Orange County Community College, Middletown, New York; June 1972; stapled sheets, 43 pages; no cost.

Final Report of Special Placement Counselor; Turrini, Lawrence, Orange County Community College, Middleton, New York, 10940; June 1973; stapled sheets, 26 pages, no cost.

Employment Assistance for the Handicapped-Director of Federal and State Programs to Help the Handicapped to Employment; Presidential Commission on Employment of the Handicapped, Washington, D.C., 20210; softcover book, 37 pages; free.

"Learn to Earn: A School Work-Experience Program"; Huber, D.J.; reprinted from The New Outlook for the Blind, American Foundation for the Blind, 15 W. 16th St., New York, New York, 10011; article.

Counseling and Placement of Blind Persons in Professional Occupations: Practice and Research; Fred Crawford and Sidney Lirtzman; available from The New York Association for the Blind, 111 E. 59th St., New York, NY, 10022; 1966; hardcover, 160 pages.

Guide to Job Placement of the Mentally Retarded; The President's Committee on Employment of the Handicapped, The National Association for Retarded Children, and the U.S. Employment Service, Bureau of Employment Security, U.S. Department of Labor; U.S. Government Printing Office, 1964; softcover, 16 pages.

Troubled People on the Job; American Psychiatric Association, Washington D.C.; 1959; softcover, 34 pages; $0.50.

Home Economics Education

Females and Career Opportunities, Occupational Choices, Career Change, Career Planning, Educational Planning, Educational Opportunities, Employment Opportunities, Careers, Women's Education (a resource list with abstracts); ERIC Clearinghouse, Northern Illinois University, DeKalb, Illinois, 60115; 1974; computer printout sheet; free; IMC UW-Madison.

A Packet of Information Regarding Women Workers in America; U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C., 20210; pamphlets, papers, and booklets; free; IMC UW-Madison.

Job Application and Interviews; Viterbo College, 815 S. 9th Street, La Crosse, Wisconsin, 54601; individualized learning instruction; IMC UW-Madison.

Now Go and Get that Job; Viterbo College, 815 S. 9th Street, La Crosse, Wisconsin, 54601; individualized learning instruction; 65¢; IMC UW-Madison.

Job Interviews; Viberto College, 815 S. 9th Street, La Crosse, Wisconsin, 54601; individualized learning instruction; 25¢; IMC UW-Madison.

Implications of Women's Work Patterns for Vocational and Technical Education; The Center for Vocational & Technical Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210; 1967; booklet, 70 pages; $2.00; IMC UW-Madison.

Home Economics Cooperative Education Orientation, Part I; Home Economics Instructional Materials Center, Texas Tech University, Box 40607, Lubbock, Texas, 79409; book; $6.50; IMC UW-Madison.

Home Economics Cooperative Education Orientation, Part II; Home Economics Instructional Materials Center, Texas Tech University, Box 40607, Lubbock, Texas, 79409; book; $6.50; IMC UW-Madison.

High School Senior Girls and the World of Work: Occupational Knowledge, Attitudes and Plans; Lee, Sylvia; ERIC Clearinghouse, Office of Education, Department of Research; 1971; softbound book, 56 pages; IMC UW-Madison.

Vocational Home Economics Job Training Multi-Area Curriculum (community and home service, child care service, food service, fabric service); State Department of Education, Division of Vocational Education, Home Economics Section, Columbus, Ohio, 43215; 1971; softbound book, 269 pages; IMC UW-Madison.

A Job Career Story; Future Homemakers of America, National Headquarters, Washington, D.C., c1970; softcover pamphlet, 64 pages, 50¢.

Distributive Education

Saleable Skills for Adults with Special Needs; Coakley, Carroll B., Dr.; Interstate Printers & Publishers, Inc., Danville, Illinois 61832; softcover booklet, 115 pages.

Techniques of the "Coop" Method: Two Hands Lend a Hand to Train; Elias, John E.; Instructional Materials Laboratory, University of Missouri, Columbia; softcover, 118 pages.

Guidelines for Cooperative Vocational Education for School Administrators and Teacher-Coordinators; Stell, Roberta; Alaska Department of Education, Division of Vocational and Adult Education; 176 pages.

Extending Career Education Beyond the Schoolhouse Walls; Goldhammer, Keith; The Center for Vocational Education, The Ohio State University, May 24, 1974; softcover, 23 pages.

A Guide for Cooperative Vocational Education; College of Education, Division of Vocational and Technical Education, University of Minnesota, Minneapolis, Minnesota, September 1969; softcover book, 126 pages.

Additional Research Materials

The following items are taken from a directory of materials compiled by the Council for Educational Development and Research, Inc., of the projects being carried out by member laboratories and centers throughout the United States. Educational practitioners and administrators are encouraged to contact the agency or developer for more information relating to the materials and products briefly described here.

ADMINISTERING FOR CHANGE

One of the largest obstructions to innovation in schools and to the implementation of more effective student instruction is the complexity faced by administrators in adopting programs, reallocating resources, training staff, restructuring role relationships, meeting federal and state demands--in short, being able to effectively manage the problems created by change. The Administering for Change Program has the potential to help administrators handle these problems more easily and accurately, thus paving the way for making effective changes in the schools.

The Administering for Change Program concentrates on practical ways to help school district personnel develop local management and planning capabilities. The program provides specific products for producing specific capabilities.

Handbook of Comprehensive Planning in Schools--a training manual that helps school personnel define district-wide curriculum objectives and assess current school programs.

Pupil Perceived Needs Assessment Package--provides administrators, teachers, and other school personnel with a systematic procedure for identifying educational needs as students perceive them and then assessing how successfully those needs are being met.

Community Perceived Needs Assessment (CPNA)--a guide for administrators who want to collect information about community concerns, feelings, and perceptions of school or specific school programs.

Cost Effectiveness Guide for Administrators--trains school district personnel to select curriculum programs by using cost effectiveness analysis.

Administrator's Handbook on Curriculum Evaluation--trains school administrators in evaluating both pilot and on-going school programs in terms of the district's goals, needs, and requirements.

Project Management: Basic Principles and Techniques--an instructional module that teaches school district staffs to plan, implement, operate, and terminate an educational project and to attain project objectives within the given time, cost, and performance constraints.

Project Management: Executive Orientation--a multimedia training unit for top-level educational administrators.

Additional Information:

Robert G. Scanlon, executive director
Research for Better Schools, Inc.
Philadelphia, Pennsylvania

SELF-DIRECTED SEARCH

The Self-Directed Search for Educational and Vocational Planning (SDS) is a career planning inventory consisting of two booklets. Using the assessment booklet, students derive a general code that describes their interests, aptitudes, and competencies. Students then use the Occupations Finder booklet to determine occupational areas that correspond to their assessed interests, aptitudes, and competencies.

The Self-Directed Search is used by individuals looking for career guidance. The most widespread use is by high school and college students under the direction of guidance counselors. It is also used by adults seeking to enter the job market, to continue their education, or to change careers. Also, a basic form of the inventory (FORM E) is being used to promote awareness of career choice among elementary students and persons with low-level reading skills.

Additional Information:

John L. Holland, director
Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218

CAREER DECISION-MAKING PROGRAM

The Career Decision-Making Program is designed to help students gain greater understanding of themselves and the world of work by helping them develop exploratory and decision-making skills. The program has two components: 15 Career Guidance Units and a supportive DOT based Career Information System.

The Career Guidance Units are comprised of sound filmstrips, student materials, simulation games, and utilization guides for counselors and teachers. The Units are entitled: (1) Career Awareness; (2) Self-Exploration; (3) Occupational Information; (4) Decision-Making; (5) Interests; (6) Work Activities; (7) Work Situations; (8) Aptitudes; (9) Work Conditions, (10) School Achievement; (11) Work & Leisure; (12) Economic Influences, (13) Social & Family Influences; (14) Career Planning & Decision-Making; (15) Your Future.

The Career Information System (CIS) is a method for indexing and filing Career Exploration Resources. It provides for the organization and management of these resources in order that an individual may engage in more meaningful career exploration. Since career exploration should focus upon the individual, the DOT Worker Trait Group Arrangement was chosen to form the hub of this System because it is a clustering of occupations based upon workers and the qualifications needed for their successful job performance.

Additional Information:

Terry Eidell, director
Appalachia Educational Laboratory
Charleston, West Virginia 25325

CAREER PLANNING SUPPORT SYSTEM

The Career Planning Support System (CPSS) provides a procedural planning package for high school personnel to develop, implement, and evaluate an upgraded career planning program for their students. CPSS is designed to deal with critical questions in both career guidance and career education.

To provide high schools with comprehensive planning skills, CPSS contains two specialized program elements directed towards alleviating national educational deficiencies.

Procedural System Element: This program element provides a package of planning, development, and evaluation materials and includes a procedural user guide, audiovisual aids, survey questionnaires, instructional manuals, and a staff development program. These materials permit school personnel to plan, develop, implement, and evaluate their career focused educational programs for all high school youth.

Specialized Techniques Element: This element provides innovative specialized career development program materials for women and minorities. Additional resources focus on the specialized methods assisting youth in their transition from school to work or further education.

A Career Education Transition from School to Work Program is under development for use by all high school youth. It includes innovative strategies to be used by school personnel such as job placement and follow-up programs, job seeking clinics, and courses to improve the individual's skills in coping with work entry adjustment problems.

CPSS will be used by high school counselors, administrators, and teachers of local education agencies to assist them to develop, implement, and evaluate an upgraded career planning program for students.

The goals of CPPS are to provide a sound base for career guidance and career education program development, assure maximum use of local resources, allow for maximum participation of students in educational decision-making, and provide an inexpensive and practical focused career education program. The impact of the achievement of these goals would be widespread.

Additional Information:

Robert E. Taylor, director
Center for Vocational Education
Ohio State University
Columbus, Ohio

EXPERIENCE BASED CAREER EDUCATION (RBS)

Experience Based Career Education is a secondary school program that combines in-school and out-of-school facilities and personnel in an educational program focused on careers. Its purposes are: (1) to promote measurable academic growth in communications skills and mathematics through purposeful self-directed activity; (2) to help students develop a rational, reality-tested career plan; and (3) to help students develop and utilize self-definition, self-appraisal, decision-making, information processing, and responsibility skills.

Students participate in a core instructional program that has three major subdivisions: Career Development, Career Guidance, and Basic Skills. Career Development provides each student with firsthand experience in actual work settings. Students spend one to two days per week working at commercial, industrial, and service agency sites--approximately 80 companies have made their facilities available. Once a student has made a tentative career choice, he/she carries out an in-depth investigation of a single job or site.

Career Guidance consists of small group sessions and individual counseling. The student's experiences at employer sites is used as a resource to promote self-exploration, values clarification, life skills, motivation to learn, career planning, and integration of program activities. Basic Skills, the third component, is designed to meet the individual academic needs of students in communications skills and mathematics. Here, Individualized Learning for Adults is the primary instructional program used.

For the remainder of their high school program, students attend regular classes at the high school.

Additional Information:

Robert G. Scanlon, executive director
Research for Better Schools, Inc.
Philadelphia, Pennsylvania

EXPERIENCE-BASED CAREER EDUCATION PROGRAM (AEL)

The Appalachia Educational Laboratory's (AEL) Experience-Based Career Education (EBCE) program is an alternative approach to the last years of high school which gives students a chance to explore the working world and determine their place in it. Specifically, the student spends his school year at community sites, learning about careers. The student's academic work is coordinated with his needs and aspirations.

EBCE is one answer to the problem of students leaving high school without any meaningful concept of the world of work and the careers that are available to them. In our technological and specialized society, they are isolated from the real world. Many students do not have a good idea of what their parents actually do for a living, let alone an awareness of what other possible careers entail. EBCE gives students a glimpse of the adult world before being thrust into it. And, it is a program that can be adopted by almost any medium to large school district in the country at a reasonable cost.

Additional Information:

Terry Eidell, director
Appalachia Educational Laboratory
Charleston, West Virginia 25325

EXPERIENCE-BASED CAREER EDUCATION (Northwest)

Experience-Based Career Education is an alternative to the junior and senior years of high school. It uses community and employer sites to provide individualized learning experiences for students in Basic Skills Life Skills and Career Development.

For the past three years the program has been under development at Tigard, Oregon, where 59 students currently are participating.

Local businessmen and labor representatives participate in the program in four different ways. Some ten serve on the program's Board of Directors where they make decisions about the curriculum, methods of instruction, staff selection and other program activities which help to insure that the program reflects the value structure of the business community. Over 100 others serve as employer instructors who help write student learning objectives, identify specific basic and life skill needs, provide and direct learning activities and participate in evaluation of student learning performance. These are the heart of the program and their participation makes action learning work. Some 30 or more workers, managers and union representatives have worked or are working on curriculum task forces where they help to shape the goals and methods of the program. Their participation in this type design work assures that learning goals are practical and valuable to students and can be met on the employer sites. Finally, the local chamber of commerce organizes and conducts a series of seminars dealing with such issues as the Economy and the Environment, Job Discrimination and Work Organization's effect on Individuals. These systematically involve local business and labor leaders identifying and teaching about critical social issues.

Educational support engendered by involvement of businessmen and others in the community is an important "side benefit."

Additional Information:

Northwest Regional Educational Laboratory
Lindsay Building
710 Southwest Second Avenue
Portland, Oregon 97204

COMPREHENSIVE PERSONAL ASSESSMENT SYSTEM

Student teachers have personal needs and feelings that must be understood by their faculty if professional training is to be completely effective. A Comprehensive Personal Assessment System (COMPASS) has been developed to elicit psychological and teaching-related personality data from each student. These data, then, are used to encourage the student to conduct a realistic self-examination that leads to self-understanding. The data also are used by trained counselors as a basis for effective participation in faculty-team planning sessions focused on the personal and academic needs of each student.

The system consists of a battery of tests with accompanying scoring manuals and computer programs. An example is a "Student Evaluation of Teachers" instrument that enables school children to record their views of student teachers. Results give the teacher insights into how students view the teacher in action. Workshops are available to train counseling psychologists in how to use the tests to provide effective feedback to the student teachers.

Increased self-evaluation by prospective teachers is expected to lead more effective teaching and better quality education for impact on educational practice.

Additional Information:

Gene E. Hall, or
Oliver Bown/Robert Peck, co-directors
Research & Development Center for Teacher Education
The University of Texas
Austin, Texas 78712

EVALUATION FOR PROGRAM IMPROVEMENT

School people constantly ask themselves: What parts of our program should be changed? What parts should get more, or less, emphasis? Should goals/ objectives be changed? How about materials and methods? Should inservice training be provided? Where can funds be obtained? Should a program be continued?

In five learning sessions, each about three hours, educators can now move step-by-step through an actual case study in which participants (6-25) play roles in a simulation exercise. This training helps learners understand curriculum evaluation from the viewpoints of all groups concerned with curriculum decision: teachers, counselors, administrators, and parents. Outcomes include more evaluation help for teachers, more pertinent evaluation information, and greater staff involvement in evaluation planning.

The complete training unit includes 200 page Participant's Handbook, Coordinator Handbook, set of transparencies, color filmstrip, and cassette audio tape.

Additional Information:

Far West Laboratory for Education Research
  and Development
1855 Folsom Street
San Francisco, California 94103

CAREER EDUCATION STAFF DEVELOPMENT AND COMMUNITY INVOLVEMENT GUIDES

With the current interest in the development and implementation of career education programs, the need for staff development and community involvement is critical. The Career Education Staff Development and Community Involvement Guides are designed to orient and prepare students, parents, employers, and others to the concepts and purposes of career education.

Major topics addressed by the staff development guides include the need for staff development in career education; the role and functions of the in-service coordinator; planning, organizing, and conducting staff development programs; suggested in-service programs for specific groups; evaluating the staff development effort; and service of in-service assistance.

The community involvement materials contain theoretical background information, references, planning models, and suggestions for developing programs to secure community support and participation in school-based career education. These materials may be used as a resource and planning guide for school practitioners who are responsible for involving the community in career education; as a tool for pre-service and in-service training of counselors, teachers, and educational administrators; and as a basis for discussion at conferences and meetings with lay public groups.

Additional Information:

Robert E. Taylor, director
Center for Vocational Education
Ohio State Univesrity
Columbus, Ohio 43210

CAREER EDUCATION PRODUCT INSTALLATION HANDBOOK

The Career Education Product Installation Handbook is a resource book to help career education project directors at the state or local level implement career education products.

The handbook should help advocates of career education:

1. Describe their products accurately and in a manner which is appealing to the intended users.

2. Diagnose barriers to systematic progress in the installation of products.

3. Plan for installation activities within time and cost constraints.

4. Select installation tactics to attain incremental objectives in the installation strategy.

5. Evaluate the impact of product installation activities.

Additional Information:

Robert E. Taylor, director
Center for Vocational Education
Ohio State University
Columbus, Ohio

CAREER EDUCATION PROJECT

The Career Education Project is an innovative program of career counseling for home-based adults, those people who are currently not working full-time, attending school full-time, or actively seeking immediate full-time employment. The heart of the Project is the provision of Career Counseling by telephone to adults using paraprofessional counselors. Because it is difficult to reach the home-based clientele, an Outreach component has been developed. The dispersed and informal nature of the sparse knowledge about adult counseling has necessitated a collection agency, the Resource Center. The need to package the information in forms useful to both counselors and clients has produced the Information Unit. Research and Evaluation evaluates the extent to which the Project meets its objectives and make a difference in the lives of its clients.

The major service element of the Career Education Project is Career Counseling, a telephone service designed to help home-based adults assess their own interests and experiences, explore the world of work, plan careers, and learn of educational and training requirements and opportunities.

Additional Information:

Career Education Project
800 Howard Building
10 Dorrance Street
Providence, Rhode Island 02903

Edwin D. Campbell, president
Educational Development Center, Inc.
Newton, Massachusetts